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ABSTRACT

This document contains testimony and material on a bill intended to protect the concept of neighborhood schools through a program of financial assistance to meet the special needs of educationally disadvantaged children in such schools, and to increase the use of such schools as cultural and educational centers for a better community. (Author/MLF)

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NEIGHBORHOOD SCHOOLS ACT, 1974

HEARING

BEFORE THE

SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON LABOR AND PUBLIC WELFARE

UNITED STATES SENATE

NINETY-THIRD CONGRESS

SECOND SESSION

ON

S. 503

TO PROTECT THE CONCEPT OF NEIGHBORHOOD SCHOOLS, TO PROVIDE FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES IN EACH STATE IN ORDER TO STRENGTHEN NEIGHBORHOOD SCHOOLS AND TO INCREASE THE USE OF SUCH SCHOOLS AS COMMUNITY, CULTURAL, AND EDUCATIONAL CENTERS, AND FOR OTHER PURPOSES

DECEMBER 10, 1974

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NEIGHBORHOOD SCHOOLS ACT, 1974

TUESDAY, DECEMBER 10, 1974

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, 10:05 a.m., in room 4232, Dirksen Senate Office Building, Hon. Claiborne Pell, subcommittee chairman, presiding.

Present: Senators Pell, Beall, and Chiles.

Senator PELL. The hearing of the Subcommittee on Education will come to order.

Today we meet to discuss S. 503, which was introduced by the junior Senator from Florida, Mr. Chiles. This bill seeks to strengthen the so-called neighborhood school concept by providing a demonstration grant program through State educational agencies for grants to local schools which would be used in a manner that would enable local schools to upgrade the education offered in those local schools to such a degree that the educational deprivation, which many believe to be prevalent in our schools today, would no longer exist.

We will first hear from the sponsor of S. 503, Senator Lawton Chiles. At this point, I order that the bill be printed in the record.

[The bill referred to follows:]

(1)

93D CONGRESS
1ST SESSION

S. 503

IN THE SENATE OF THE UNITED STATES

JANUARY 23, 1973

Mr. CHILES introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To protect the concept of neighborhood schools, to provide financial assistance to local educational agencies in each State in order to strengthen neighborhood schools and to increase the use of such schools as community, cultural, and educational centers, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

TITLE I—NEIGHBORHOOD SCHOOLS PROGRAM

SEC. 101. That this title may be cited as the "Neighborhood School Act of 1972".

SEC. 102. (a) It is the policy of the United States to encourage the concept of the neighborhood school so that students are assigned to a public elementary or secondary

school solely on the basis of residence within the geographic zone which that school serves.

(b) It is further the policy of the United States that no student may be denied attendance at the neighborhood school serving the geographic zone in which he resides on the basis of race, creed, color, religion, or national origin.

SEC. 203. (a) It is also provided that any student has the right to transfer and be provided transportation out of the neighborhood public elementary or secondary school serving the geographic zone in which he resides if such a student is a member of a minority group and that minority group constitutes at least 50 per centum of the students enrolled in that school.

(b) For the purpose of this section—

(1) "minority group" means any individuals who are Negro, American Indian, Spanish-surnamed American, Portuguese, or Oriental, and, as determined by the Secretary pursuant to regulations, combinations of any such individuals;

(2) "Spanish-surnamed American" means an individual of Mexican, Puerto Rican, Cuban, or Spanish origin or ancestry.

SEC. 204. (a) Federal funds shall be made available under the Elementary and Secondary Education Act of 1965 or any other provision of law to pay the cost of the assign-

ment or transportation of students in accordance with the provisions contained in section 3(a) of the Act.

(b) Notwithstanding any other provision of law no officer or employee of any department or agency of the Federal Government shall order or require the assignment of transportation of students inconsistent with the policy set forth in this title.

TITLE II—PRIZE SCHOOLS PROGRAM

SHORT TITLE

SEC. 201. This title may be cited as the "Elementary and Secondary Education Systems Act of 1972".

STATEMENT OF PURPOSE

SEC. 202. It is the purpose of this title to strengthen the concept of the neighborhood school through a program of financial assistance for use in meeting the special needs of educationally disadvantaged children in such schools and for establishing such schools as educational and cultural centers for a better community.

DURATION OF ASSISTANCE

SEC. 203. The Commissioner shall, in accordance with the provisions of this title, make payments to State educational agencies for grants to local educational agencies for the period beginning July 1, 1972, and ending June 30, 1976.

BASIC GRANTS AMOUNT AND ELIGIBILITY

SEC. 204. (a) There is authorized to be appropriated for each fiscal year for the purpose of this subsection an amount equal to not more than 3 per centum of the amount appropriated for such year for payments to States under section 208, other than payments under such section to jurisdictions excluded from the term "State", by this subsection. The Commissioner shall allot the amount appropriate pursuant to this subsection among the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands, according to their respective need for such payments. The grants to which a local educational agency shall be eligible to receive pursuant to this subsection shall be allotted as the Commissioner determines will best carry out the purposes of this title.

(b) (1) In any case in which the Commissioner determines that satisfactory data are available, the maximum grant which a local educational agency shall be eligible to receive under this title for any fiscal year shall be an amount equal to the Federal percentage (established pursuant to subsection (d)) multiplied by the average per pupil expenditure in that State or, if greater in the United States, and multiplied by the number of children enrolled in the neighborhood schools of such agency who are age five to seventeen years, inclusive.

(2) In any other case, the maximum grant for any other local educational agency in a State shall be determined on the basis of the aggregate maximum amount of such grants for all such agencies in any county in which the school district in which the particular agency is located which aggregate maximum amount shall be equal to the Federal percentage of such per pupil expenditure multiplied by the number of children enrolled in such neighborhood schools and shall be allocated among those agencies upon such equitable basis as may be determined by the State educational agency in accordance with basic criteria of the Commissioner.

(c) For the purpose of this subsection and section 205, the term "neighborhood schools" means any public elementary or secondary school in which—

(1) not less than 75 per centum of the children enrolled in such school are assigned to that school on the basis of residence within a specified geographic area which that school serves and not more than 25 per centum are assigned to such school on the basis of voluntary request by the parents or guardian of such children or by reason of an order of a court of competent jurisdiction; and

(2) (A) not less than 40 per centum of the children enrolled in such school are (i) in families having

an annual income of less than the low-income factor, (ii) in families receiving an annual income in excess of the low-income factor from payments under the program of aid to families with dependent children under a State plan approved under title IV of the Social Security Act, or (iii) living in institutions for neglected or delinquent children (other than such institutions operated by the United States) but not counted for the purpose of a grant to a State agency, or being supported in foster homes with public funds; or

(B) not less than 40 per centum of the children enrolled in such school are members of a minority group.

(d) For the purpose of this section, the "Federal percentage" is 65 per centum and the "low-income factor" is $4,000 for the fiscal year ending June 30, 1973, and shall be increased by the Commissioner to an amount in excess of $4,000 reflecting an increase in the cost of living factor as determined by the Commissioner after consulting with the Secretary of Labor.

(e) For the purposes of this section, the Commissioner shall determine the number of children aged five to seventeen, inclusive, of families having an annual income of less than the low-income factor (as established pursuant to subsection (d)) on the basis of the most recent satisfactory data available from the Department of Commerce. At any time such

data for a county are available in the Department of Commerce, such data shall be used in making calculations under this section. The Secretary of Health, Education, and Welfare shall determine the number of children of such ages from families receiving an annual income in excess of the low-income factor from payments under the program of aid to families with dependent children under a State plan approved under title IV of the Social Security Act, and the number of children of such ages living in institutions for neglected or delinquent children, or being supported in foster homes with public funds, on the basis of the caseload data for the month of January of the preceding fiscal year or, to the extent that such data are not available to him before April 1 of the calendar year in which the Secretary's determination is made, then on the basis of the most recent reliable data available to him at the time of such determination. When requested by the Commissioner, the Secretary of Commerce shall make a special estimate of the number of children of such ages who are from families having an annual income less than the low-income factor in each county or school district, and the Commissioner is authorized to pay (either in advance or by way of reimbursement) to the Secretary of Commerce the cost of making this special estimate. The Secretary of Commerce shall give consideration to any request the chief executive of a State for the collection of

additional census information. For purposes of this section, the Secretary shall consider all children who are in correctional institutions to be living in institutions for delinquent children.

(f) For the purpose of this section, "the average per pupil expenditure" in a State, or in the United States, shall be the aggregate current expenditures, during the second fiscal year preceding the fiscal year for which the computation is made (or, if satisfactory data for that year are not available at the time of computation, then during the earliest preceding fiscal year for which satisfactory data are available), of all local educational agencies in the States, or in the United States (which for the purposes of this subsection means the fifty States and the District of Columbia), as the case may be, plus any direct current expenditures by the State for operation of such agencies (without regard to the sources of funds from which either of such expenditures are made), divided by the aggregate number of children in average daily attendance to whom such agencies provided free public education during such preceding year.

(g) For the purpose of this section, the term "State" does not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

USES OF FUNDS

SEC. 205. Funds available for grants under this title shall be used only in neighborhood schools for programs and projects designed to meet the special educational needs of educationally deprived children and new or innovative school and community educational and recreational programs designed to strengthen community involvement in a more effective use of the neighborhood schools including—

(1) remedial and other services to meet the special needs of children attending the neighborhood schools, but especially the educationally disadvantaged children;

(2) the provision for additional professional or other staff personnel with a special emphasis on recruiting parents and other local community members to assist in achieving the educational goals of such schools;

(3) comprehensive guidance, counseling and other personal services for educationally disadvantaged children;

(4) development and employment of new instructional techniques which appear likely to succeed in meeting the needs of such children;

(5) career education programs using neighborhood people both in and outside the school whenever found in the interest of the educational goals of such schools;

(6) innovative school-community educational and recreational programs designed to stimulate further community interest and involvement with the education process;

(7) provision for using the school for instructional purposes, including special tutoring for remedial students, after normal school hours, and for furnishing such professional and other community staff as will contribute to the success of such an effort;

(8) provisions for professional staff home consultations with the parents and students, where feasible and desirable;

(9) special administrative activities such as rescheduling teachers or students, and furnishing information on programs of such schools to parents and other members of the community served by that school; and

(10) appropriate planning and evaluation programs.

APPLICATIONS

SEC. 206. (a) A local educational agency may receive grants under this title for any fiscal year only upon application approved by the appropriate State educational agency, upon its determination consistent with such basic criteria as the Commissioner may establish—

(1) that programs and activities for which assistance is sought will be administered by or under the direct supervision of the applicant;

(2) that such assistance will be expended only in neighborhood schools and described with particularity the programs and activities for which such assistance is sought;

(3) that policies and procedures will be established to assure the Federal funds made available under this title for any fiscal year (A) will not be commingled with State funds, and (B) will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be available for the purposes described in section 205, and in no case supplant such funds;

(4) that effective procedures will be adopted for evaluating at least annually the effectiveness of programs and activities assisted under this title;

(5) that fiscal control and fund accounting procedures will be established as may be necessary to assure proper disbursal of, and accounting for, Federal funds paid to the applicant under this title;

(6) reasonable reports will be furnished in such form and containing such information as the Commissioner may reasonably require and such records will be

kept and access furnished thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(b) The State educational agency shall not finally disapprove, in whole or in part, any application for funds under this title without first affording the local educational agency submitting the application reasonable notice and opportunity for a hearing.

ASSURANCES FROM THE STATE

SEC. 207. (a) Any State desiring to participate under this title shall submit through the State educational agency to the Commissioner an application, in such detail and accompanied by such information as the Commissioner deems necessary, which provides satisfactory assurance—

(1) that payments under this title will be used only for programs and activities in neighborhood schools which have been approved by the State educational agency pursuant to section 6 and which meet the applicable requirements of that section and that such agency will, in all other respects, comply with the provisions of this title;

(2) that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the

State to local educational agencies) under this title; and

(3) that the State educational agency will make to the Commissioner (A) periodic reports (including the results of objective measurements required by section 6(a)(4) evaluating the effectiveness of payments under this Act and of particular programs assisted under it, and (B) such other reports as may be reasonably necessary to enable the Commissioner to perform his duties under this Act (including such reports as he may require to determine the amounts which the local educational agencies of that State are eligible to receive for any fiscal year), and assurance that such agency will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(b) The Commissioner shall approve an application which meets the requirements specified in subsection (a), and he shall not finally disapprove an application except after reasonable notice and opportunity for a hearing to the State educational agency.

PAYMENTS

SEC. 208. (a)(1) The Commissioner shall, subject to the provisions of section 209, pay to each State, in advance or otherwise, the amount which that State and the local educational agencies of that State are eligible to receive under this

title. Such payment shall take into account the extent, if any, to which any previous payment to such State educational agency under this title (whether or not in the same fiscal year) was greater or less than the amount which should have been paid to that agency.

(2) From the funds paid to it pursuant to paragraph (1), each State educational agency shall distribute to each local educational agency of that State which has submitted an application approved pursuant to section 206 the amount for which such application has been approved, except that this amount shall not exceed the maximum amount determined for that agency pursuant to section 204.

(b) The Commissioner is authorized to pay to each State amounts equal to the amounts expended by it for the proper and efficient performance of its duties under this title (including technical assistance for the measurements and evaluations), except that the total of such payments in any fiscal year shall not exceed—

(1) 1 per centum of the total maximum grants for State and local educational agencies of the State as determined for that year; or

(2) $150,000 or $25,000 in the case of Puerto Rico, Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands,

whichever is the greater.

(c) (1) No payments shall be made under this title for any fiscal year to a State which has taken into consideration payments under this title in determining the eligibility of any local educational agency in the State for State aid, or the amount of that aid, with respect to the free public education of children during that year or the preceding fiscal year.

(2) No payments shall be made under this title to any local educational agency for any fiscal year unless the State educational agency finds that the combined fiscal effort (as determined in accordance with regulations of the Commissioner) of that agency and the State with respect to the provision of free public education by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year.

ADJUSTMENTS WHERE NECESSITATED BY APPROPRIATIONS

SEC. 209. If the sums appropriated for any fiscal year for making payments provided in this title are not sufficient to pay in full the total amount which all local educational agencies are eligible to receive under this title for such year, allocations shall be made to local agencies on the basis of computations in accordance with section 4(b) as ratably reduced. In case additional funds become available for making payments under this title for that year, such reduced amounts shall be increased on the same basis that they were

reduced. In order to permit the most effective use of all appropriations made to carry out this title, the Commissioner may set dates by which (1) State educational agencies must certify him the amounts for which the applications of educational agencies have been or will be approved by the State. If the maximum grant a local educational agency would receive (after any ratable reduction which may have been required under the first sentence of this section) is more than an amount which the State educational agency determines, in accordance with regulations prescribed by the Commissioner, such agency will use, the excess amount shall be made available first to educational agencies in that State. Determinations of the educational agencies to which such excess amounts shall be made available shall be made by the State educational agency in furtherance of the purposes of this title in accordance with criteria prescribed by the Commissioner which are designed to assure that such excess amounts will be made available to other eligible educational agencies with the greatest need. In the event excess amounts remain after carrying out the preceding two sentences of this section, such excess amounts shall be distributed among the other States as the Commissioner shall prescribe for use by local educational agencies in such States for the purposes of this Act in such manner as the respective State educational agencies shall prescribe.

WITHHOLDING

SEC. 210. Whenever the Commissioner, after giving reasonable notice and opportunity for hearing to a grant recipient under this title, finds—

(1) that the program or activity for which such grant was made has been so changed that it no longer complies with the provisions of this Act; or

(2) that in the operation of the program or activity there is failure to comply substantially with any such provision,

the Commissioner shall notify such recipient of his findings and no further payments may be made to such recipient by the Commissioner until he is satisfied that such noncompliance has been, or will promptly be, corrected. The Commissioner may authorize the continuance of payments with respect to any programs or activities pursuant to this Act which are being carried out by such recipient and which are not involved in the noncompliance.

JUDICIAL REVIEW

SEC. 211. (a) If any State or local educational agency is dissatisfied with the Commissioner's final action with respect to the approval of its application submitted under section 207, or with his final action under section 210, such State or local educational agency may within sixty days after notice of such action file with the United States court of

appeals for the circuit for which such agency is located a petition for review of that action. A copy of that petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner shall file promptly in the court the record of proceedings on which he based his action, as provided for in section 2112 of title 28, United States Code.

(b) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(c) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

PROHIBITIONS AND LIMITATIONS

SEC. 212. Nothing contained in this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, super-

vision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system.

(b) Nothing contained in this Act shall be construed to authorize the making of any payment under this Act for the construction of facilities as a place of worship or religious instruction.

ADMINISTRATION

SEC. 213. (a) The Commissioner may delegate any of his functions under this title, except the making of regulations, to any officer or employee of the Office of Education.

(b) In administering the provisions of this Act, the Commissioner is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public agency or institution in accordance with appropriate agreements, and to pay for such services either in advance or by way of reimbursement as may be agreed upon.

DEFINITIONS

SEC. 214. As used in this title—

(1) the term "Commissioner" means the Commissioner of Education;

(2) the term "elementary school" means a day or residential school which provides elementary education, as determined under State law;

(3) the term "free public education" means education which is provided at public expense, under public supervision and direction, and without tuition charge, and which is provided as elementary or secondary school education in the applicable State;

(4) the term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school;

(5) the term "secondary school" means a day or residential school which provides secondary education, as determined under State law;

(6) the term "State" includes, in addition to the several States of the Union, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands;

(7) the term "State Education Agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law;

(8) the term "minority group" means persons who are Negro, American Indian, Spanish surnamed American, Portuguese, or Oriental; and

(9) the term "Spanish surnamed American" means persons of Mexican, Puerto Rican, Cuban, or Spanish origin or ancestor.

Senator PELL. Senator Chiles, welcome to the subcommittee. Please proceed.

STATEMENT OF HON. LAWTON CHILES, A U.S. SENATOR FROM THE STATE OF FLORIDA

Senator CHILES. Thank you, Mr. Chairman. I appreciate very much the opportunity for the hearing today.

During Senate consideration of the Education Amendments of 1974, we were again faced with the controversial and acrimonious issue of the busing of schoolchildren in order to achieve racial balance.

In my view, it is quite understandable that there has been such a continuing debate on this matter for there are two very significant principles at issue: The concept of the neighborhood school and the goal of providing equal educational opportunities for all our children. Both principles are of central importance to the American system of public education.

Busing has been put forth as a tool for insuring access by minority children to equal education. It has not been a very successful tool, and it has aroused the ire of citizens throughout this Nation as few issues have in the recent past. For too long and to the detriment of progress in American education we have argued this issue.

I do not think a continued focus on the question of busing is in any way constructive. Rather, we should direct our energies toward the goal of quality education with a program that allows for the preservation of the neighborhood school concept while guaranteeing the right of every student, no matter where he lives or what his background, to a good education.

As you know, Mr. Chairman, I have introduced legislation which aims at this approach. I certainly appreciate that the subcommittee is to consider this proposal.

S. 503 incorporates three major provisions.

First, it declares it the policy of the United States to encourage the concept of the neighborhood school so that students are assigned to a public elementary or secondary school solely on the basis of residence within the geographic zone which that school serves.

Second, it provides that any student has the right to transfer and be provided transportation out of the neighborhood public elementary or secondary school serving the geographic zone in which he resides if the student is a member of a minority group and that minority group constitutes at least 50 percent of the students enrolled in the school.

Third, and most important, the "Prize School" program.

Initially, I wish to speak to the subject of the neighborhood school. I want to state emphatically that I do not associate myself with those who may promote this concept as a means of achieving de facto segregation due to housing patterns. The value, necessity and legal foundation of integrated education has been established for some 20 years, and it is a goal which I fully support.

What I do not support is the arbitrary disruption of the neighborhood school concept.

Advocates of busing as a means of accomplishing desegregation have failed to appreciate that the neighborhood school is a most important and valued tradition to the great majority of Americans. They

fail to realize that the busing of children across town in order to satisfy a mathematical formula of racial balance cannot be justified on any terms to those parents whose children may be involved. There can be no justification for attempting to right a wrong suffered by one group by visiting a wrong upon another.

I think it is important that we look at the realities of today when speaking of busing, look at who is being affected and what is being accomplished.

In so many areas, the experience of the last decade has shown that the heavy hand of Government, even when aimed at the most admirable of goals, often does more harm than good. The busing experience is one of those instances.

One only has to recall the most recent national headlines to conclude that busing has done little to improve race relations in this Nation.

Recent developments have also quite clearly illustrated that not all are to be equally affected by busing requirements.

The Supreme Court, in its decision to overturn the Detroit cross-county busing plan, in effect, gave suburbanites a dispensation from busing. Chief Justice Burger observed for the majority,

> . . . the notion that school district lines may be casually ignored or treated as a mere administrative convenience is contrary to the history of public education in our country.

I certainly have no argument with the Court's decision that school district lines should not be ignored. However, it would seem the end result of this decision will be that more affluent suburban areas are permitted to maintain a neighborhood school system while the city dweller's children remain players in the "numbers game" that is claimed to be the basis for an integrated school system. The fairness of this type of situation escapes me.

It is also becoming apparent that standards for desegregation are to be applied somewhat differently in the North than was and is the case in the South.

Health, Education, and Welfare Secretary Weinberger indicated several months ago that a more conciliatory approach is being taken toward northern school desegregation. What the Secretary apparently means is that, due to public opposition, forced busing plans under threat of a cutoff of Federal funds will not be the plan of action in the North as they were in the South.

The obvious inequity of this policy is a matter which I have requested this subcommittee to pursue with the Secretary.

Aside from the questions of equal treatment that are raised by the Supreme Court decision and HEW policy, I feel both these developments, as well as the continued congressional debate, demonstrate that, to some degree, each branch of Government is moving away from a commitment to busing as either a feasible or acceptable tool for achieving integration in our educational system.

I think the time has come for Congress to express a commitment to the neighborhood school system which has been an integral part of American public education. The education of a child in the neighborhood school, when that school is providing a satisfactory level of education, is a desirable goal.

In the further development of this Nation's educational policy, I feel we in the Congress must work toward that end, while keeping

uppermost in our minds the fact that many schools are less than adequate and that integrated education is the law of the land and the foundation of a true pluralistic society.

Title I of my bill would establish by statute that students are to be assigned to a public elementary or secondary school solely on the basis of residence within the geographic zone which that school serves.

I recognize full well, Mr. Chairman, that this provision in and of itself leaves a number of unanswered questions and unresolved problems; question and problems, however, that are addressed within the total plan of action which this proposal envisions.

But, initially, as a matter of national policy, I do think we should establish by law the right to attend the neighborhood school and then work from there to insure the opportunity for all to an equal education.

Title I of S. 503 further provides that no student would be denied the right to transfer to a school other than the one serving the geographic zone in which he resides if the student is a member of a minority group and that minority group constitutes at least 50 percent of the students enrolled in that school. The right to be provided transportation to effect such a transfer is established and Federal funding to cover the cost of such transportation is authorized.

Thus, taken as a whole, title I serves to preserve the concept of the neighborhood school while, at the same time, providing the flexibility and means for parents of minority children to send their children to school outside their geographic zone should this be deemed to be beneficial.

The ultimate solution to the problem of inferior schooling in a disadvantaged neighborhood, however, lies not in the right to transfer, though I certainly think this should be an available option for the parent. Nor does the solution lie in closing a particular school which is found wanting.

Closing a school only eliminates a potential community center; shuts off one of the best possibilities for community contact and tells the community's children in a most direct and painful way that they must go elsewhere to learn—leave the homes, the neighborhood environment in order to attain an education.

Closing a school and busing the children to another locale, puts an artificial dividing line between the home and community environment—environments which ought ideally to work together to shape and mold the student's development.

Rather, the approach we should take is that of aiming at equal educational opportunities by strengthening the neighborhood school, identifying the disadvantaged schools and developing them as prize schools. Without the effort to upgrade these schools, I could not, in good conscience, argue for protecting the neighborhood school concept for it would mean condemning children, many of whom already suffer deprivation in a number of areas, to perhaps the most debilitating disadvantage of all, an inferior education.

Since I do feel there is compelling reason for protecting the neighborhood school concept, I maintain that we should direct our efforts toward improving currently substandard schools.

I propose that we give these schools the support to meet the special needs of educationally disadvantaged children and develop these schools as educational and cultural centers for the community.

The prize school program, as defined in title II of this bill, establishes the structure for providing that support. The assistance this provision offers is earmarked specifically to help meet the needs of the educationally disadvantaged child.

For purposes of this program, a disadvantaged school is defined as one in which not less than 40 percent of the children enrolled are members of families with an annual income less than the low-income factor.

Schools meeting that criterion would receive a Federal payment equal to the amount of 65 percent of the average per pupil expenditure in the State or the United States, whichever is higher, multiplied by the enrollment of students in the particular school.

These special funds are to be used only in disadvantaged schools, only for programs and projects designed to meet the special educational needs of the deprived child and for new and innovative school and community educational/recreational programs.

Disadvantaged children attend disadvantaged schools where there is often insufficient funds for equipment and facilities, and little or no funds for recreational and cultural "extras" which would help turn the school into a "prize" school that has the possibility of serving as a true center for the community—a vehicle for drawing people together, because they are proud of what they have, rather than something to be ashamed of and which divides the community.

One of my primary motivations for this proposal is to provide for a means of strengthening community involvement in a more effective use of the neighborhood schools. Particularly in disadvantaged neighborhoods, school facilities are in use a mere 6 or 7 hours a day. The buildings, as well as equipment in the school, if it is properly equipped, remain dormant for much of the day; in fact, much of the year.

Schools are unused at night or on weekends, basketball courts remain dark and unused at night, library doors are closed.

This should be turned around, and the school should become an action center for all types of community use, educational, recreational, and cultural.

Funding provided through this bill would be available for comprehensive guidance counseling and other personal services for educationally deprived children; development and employment of new instructional techniques; career education programs, and school-community programs designed to stimulate further community interest and involvement with the education process. It would also include provisions for professional staff home consultations with parents and students when necessary; special administration activities and evaluation programs.

I have tried to build in this bill provisions to assure that such funds will not be mixed with other State funds and will be used as intended; that is, to increase the level of money available for the purposes I have described.

The Commissioner of Education would be directed to make annual evaluations to assure the effectiveness of plans and activities encouraged through this program.

Mr. Chairman, I am very conscious of the fact that a program of this scope will be costly. Considerations of cost weigh very heavily on the minds of most Members of Congress these days, or at least I hope they do.

I am not suggesting that, through this bill, we should merely up Federal spending for education by several billion dollars. The "prize" school proposal involves a redirection of Federal education spending to insure equal educational opportunities while preserving the neighborhood school system.

The establishment of this program will supplant other federally supported programs, thus freeing up funds that can be employed to help meet its costs. I think it is an expenditure the American people would support.

What I am talking about here involves some pretty basic changes in our educational policy. I do not view my bill as the only possible approach. However, as I indicated at the beginning of my statement, we are looking at two important principles of American education which, at present, seem at odds with each other.

I have tried, through this proposal, to meet a desire which I think is commonly held by both black and white parents, to have available to their children a quality education, to have that available where they live so that they, too, can participate to the fullest extent possible in the educational development of their child.

Mr. Chairman, it is an unfortunate fact of our society that we have the disadvantaged and that they are often members of minorities.

Over the long run, the key to escaping from the situation of deprivation is education. It is to the factor of education that the Government should direct its efforts.

Hauling children back and forth across town is not a practical answer. If, for no other reason, busing will not work because the American people do not want it and, in a democratic society, the views of the citizenry are eventually reflected in public policy.

I believe I have put forth a plan for meeting our goal of quality education for all that is more acceptable and potentially offers a better chance of success.

I appreciate the subcommittee's interest and the opportunity to testify in behalf of S. 503.

I recognize that the formulas in this legislation are subject to some question, and they perhaps, upon close scrutiny by the committee, may not adequately meet the goals we want.

But, in addition to my feeling that we have got to try to find a way around the busing dilemma, I am delighted that we have some witnesses here today to come before the committee to give an example of how a prize school is working on a voluntary basis in one of our Florida counties.

And I think, from looking at how they worked in that school, that there are certain flaws in my bill as presently written. But if we could get in the Congress the best minds that we have, working on how to try to provide a system on quality education, that would recognize that busing is a tool, and a legitimate tool that can be used, but that busing is not an answer, and certainly not an ultimate solution.

And I think some of the testimony that we present to the committee today will give an example of how a community has sought to meet its problems, has tried to bring together the leadership of all parts of the community to effect that solution.

So I appreciate, again the fact that the chairman has given us an opportunity to present this testimony.

Senator PELL. Thank you very much, Senator Chiles.

Do you have a rough idea of what would be the cost nationally of this bill?

Senator CHILES. Mr. Chairman, I think it depends really on what programs that you fold into this that we are now funding in large measure. Part of the money that is now in title I in compensatory education, in emergency school assistance, in advisory assistance to school districts, in the process of desegregation, and certainly in the peopie transportation that is going on, all are funds that could be shaped into this program.

I have seen an estimate that says that the program could go up as high as $6 billion. Really that figure is going to depend on the formula that you use and what you fold into it. I do not know if it is something which you could immediately say you are going to fully fund, or you are going to start into in full measure.

It may well be that even the authorization should be cut down, and I estimate that in some of the programs which I mentioned you have got $2 to $3 billion that is now being spent, not counting busing, so again what share will you require the States to pick up of this program, because right now they are picking up a tremendous share of the busing. With the information presently available it is difficult to determine an accurate cost estimate of this legislation.

Senator PELL. Rarely do programs get dissolved. It is generally a question of adding one program onto another.

Senator CHILES. I recognize that. That is why I point out very clearly that this should not just be added. I think we need to redirect our approach, and if we came up with a better approach, then we would not have to be spending money for emergency school assistance and these other funds that we have had to authorize because of the trauma and dilemma of busing.

Senator PELL. Do you have any idea of how much it would cost on a per student basis?

Senator CHILES. No, sir.

Senator PELL. Do you believe basically that a segregated, but high cost education can be better than an integrated and——

Senator CHILES. No, sir, I do not believe in a segregated educational system.

Senator PELL. Segregated is a poor phrase on my part. Do you believe that an education where most of the students are of a minority group by choice, at high cost, but also doing the best that can be done with the school, will give a better education than a less expensive nonprize school approach where the minority and majority students, black and white, are reasonably equally mixed?

Senator CHILES. I believe that the prime reason we started involving ourselves with formulas for racial balance is because we said we were depriving some children of the opportunity for equal education if we did not do so. I do not think there has been any magic in these formulas, so I think what we ought to get back to is how do we provide quality education for every child in this country, and provide that in their neighborhood if they want it there.

Now, if those children wish to go, then I think they should be able to go, especially if they are in a minority. And I have tried to come up with a way of doing this in my bill.

I do not think they should be frozen in their area. If they think, or their parents think that regardless of how good the school is in their neighborhood that they are being deprived, if they cannot go to another school, if they are in the minority, I would allow them to go. But I think if we focused on trying to provide quality education, then I do not think there would be the resistance even of the whites to be bused to a black school, because they do not want to go to that school now, because they know it is not good.

So what has happened time after time in the South, and that is the only area I am really familiar with the easiest solution was to close the black school. And the courts allowed you to do that. You bused all those children out.

So what I am saying, when you did that, you not only closed their school, you closed their community center. I do not think that served any good purpose, or is serving any good purpose. I think some of our testimony that will come from some of our witnesses from Sarasota today will show how they tried to get around it.

Senator PELL. Do you have any reactions from the administration on this bill one way or another?

Senator CHILES. No, sir.

Senator PELL. Or from NEA, or School Boards Association?

Senator CHILES. No.

Senator PELL. I thank you very much, Senator Chiles.

We now have a panel of witnesses from Sarasota, Fla.

Senator CHILES. I think if we first put on Mr. Woodrow Darden, who is director of the division of elementary and secondary education for the Florida Department of Education, and then have his testimony and then we will have a panel of the people from Sarasota.

Senator PELL. If Mr. Darden would come forward.

Senator CHILES. I would like to say that Mr. Darden has served as school superintendent in Florida and Brevard County. I have been associated with Mr. Darden from the time I was in the State legislature. He has always been a leader in education, of the fight for quality education, and I am delighted to have him here today.

Senator PELL. Mr. Darden, please proceed.

STATEMENT OF WOODROW J. DARDEN, DIRECTOR, DIVISION OF ELEMENTARY AND SECONDARY EDUCATION, FLORIDA DEPARTMENT OF EDUCATION

Mr. DARDEN. Mr. Chairman, I am Woodrow Darden, director of elementary and secondary education in the State of Florida. It is my pleasure to be here this morning.

Senator PELL. Delighted to have you.

Mr. DARDEN. I think the Senator has stated that in the bill he has generated an idea, a concept for which all of us have a great deal of sympathy and concern, but at the same time expresses the fact that it is an idea and does have some areas of complication, and areas in which questions need to be spelled out and pursued in terms of looking at the bill in its final determination.

I think in Florida one of the major prospects we see about the possibility of this bill and the prize school concept is expanding this beyond the educational concept of a prize school into looking at the con-

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cept of a community school. We have pursued this in Florida through the State financing, the development of community schools, which we look at the building itself serving as a center of all community activities not just educational and recreational, but which it is a building usually located where it has accessibility to people who need many services in the area of health, welfare and others, so that we get total community involvement in terms of developing pride in the building itself.

I think it has been pointed out due to the development of the desegregation of schools in Florida, and through the court orders, that we have a great variety of situations in which children are bused, and in some cases, long distances, in most cases relatively shorter distances, but this being done through court order, and we think perhaps if we look at the neighborhood school development in its concept, we have to take into consideration not only Florida, but throughout the South in some of the other States where integration has taken place through court orders.

How we would build those schools that are in disadvantaged areas, in which economically deprived are located, quite often those schools are substantially substandard in facilities and would need to have developmental money in order to make them attractive enough to even have the potential to become prize schools, so they would effectively serve the people of that community, so there would be some reason for those people to be motivated, to hope that their children could return to a situation where they would be housed in a situation where education would be something for which they could be proud, and the other services rendered.

We certainly would concur with the Senator's statement that we would hope that no one would see this concept as a means to violate the constitutional rights of our young people to attend integrated systems, that this was a proposal that would be made in that light to avoid this concept, because we feel that Florida has moved very effectively forward in this particular area, and that we have a minimum amount of difficulty in terms of our school integration, the education of our children in this way.

I think some of the specifics, of course, might need to be examined, and I would like to mention the establishment of 50 percent as the guideline for eligibility for a student to ask for transfer from one school to another.

In other words, he would have to be in the minority race that constituted at least 50 percent of that particular school before he would be eligible for a transfer. I think our experiences would indicate that that figure should be substantially lower than that.

There is a great deal of evidence that parents tend to resegregate themselves under a lot of circumstances where minority races become in excess of even 30 percent of the population. So I think some extensive study would be made in this area and serious consideration in the bill as to what would be a more effective percentage level for voluntary transfer of students to achieve better racial balance.

I would think probably in the light of the development of the title I program, and looking at the determination of what constitutes poverty, I think almost all of us in education agree that the Orshansky formula which maintains poverty on several factors, urban-rural, size of family, is a more viable means of determining poverty, and keeps

pace with the changing times, rather than being based on prior census that becomes so out of date that it becomes impractical in terms of administration, and creates very serious problems when you do have to update after utilizing it for a long period of time.

I think certainly that would be a factor that would have to be considered.

Also, as I alluded to earlier, the requirement of the 75-percent neighborhood residential requirement for schools to be eligible for the concept of funds for development of neighborhood schools, I think would create problems, particularly in areas where they have gone through the integration process, because there has been movement of students in these disadvantaged areas where the schools are in very bad condition and need to be upgraded.

And any hope of improving them to the extent they would be attractive as a neighborhood concept would mean that you would have to start with where the students are, and in many cases a very small percentage of them actually are living in that neighborhood. And the concept I think would be to develop a school similar to the approach that Sarasota has done, that would create pride, that would create in the parents a desire for their students to move back into this particular type of environment so they would be closer to home, and it would be their community.

I think the area that has not been touched on in terms of support, would be the need for availability of funds for capital outlay.

In most of the Federal programs, as we have had them in the past, there has been very little consideration given to capital outlay needs, and most of the money that has been appropriated has been limited to program development, and certainly in developing a prize school in a community where in most instances these schools are the older schools because they were the downtown communities that were early developed, changing the appearance, and changing the school itself into an adequate facility would be one of the key elements that make it a prize school and making it worthwhile.

I think the Senator has mentioned in his bill that these funds should be supplemental funds. I think the bill takes pretty good care of that as he speaks to State funds. But in no place did he speak of local funds. And local funds in all districts that I am aware of constitutes a rather substantial part of the financing of public schools.

The Senator talked a great deal about the types of educational and recreational services that could be improved through utilization of these funds, and again I say we would suggest that it would be highly proper to consider developing this prize school into community school concept because we feel in Florida this has done much more in our disadvantaged areas to bring the community together in which we work with all agencies of government, not just the educational elements of government, but all of the elements of government, particularly health and welfare, in terms of locating those services within the school community, and therefore making use of them by the adults on a day-long basis.

Also as we place emphasis on the educational and recreational aspects, if there is anything we have found to be almost 100 percent related is the relationship between the need for educating the parent of the disadvantaged child, as well as educating the child himself, if we are going to make real progress.

We have found there has been a great deal of success whenever we have been able to bring parents of these children into the school and work with them in the upgrading of their understanding of child development, and their understanding of the efforts that must take place at home in order to bring about a good educational program for the young people, that we bring it together as a family, and they do not tend to go very far without bringing one along with the other. At least our success has been much greater in that particular respect.

Mr. Chairman, that concludes my remarks. I would be glad to respond to questions.

Senator PELL. How many of these prize schools like this do you presently have in Florida?

Mr. DARDEN. I would hesitate to identify the number of prize schools in terms of the aspect that this bill deals with, and Sarasota is going to speak to.

Now, the community school concept we have, I think, just in excess of 300 statewide that we have funded, and we have had really financially limited the amount of support to them. However, the community school is a concept and not a program itself in which the need for administrative ability to bring all of the community resources together, the funds, the dollars, the programs that are existing, coordinating those so that they focus themselves in the school center rather than be located in a far distant area where the disadvantaged people have a great deal of trouble having access of them.

Sentor PELL. Do you not believe that much of this funding could be done under title I if it is adequately funded?

Mr. DARDEN. There is no question but that title I reaches to this problem which is spoken of here. I think one of the problems still is the limited funding of it at the present time. One of the problems we have with title I, because it necessarily deals with target schools, we have now with the integration of schools had to move students from their residential areas to achieve some degree of racial balance. We have the economically disadvantaged child who may be moved from the target school community, out into another area. And therefore he loses eligibility for these title I funds that he needs to help him overcome his educational disadvantage situation.

Senator PELL. But in general, if title I was fully funded, the communities could use those funds for this purpose if they chose to achieve this goal.

Mr. DARDEN. I think for the program for the disadvantaged, it would. I do not think it speaks to, although they did add community schools in the 1974 program, the need for total family involvement and I think the community school approach has a great deal of possibility which needs to be tied together with the title I program.

I think it goes beyond helping the student himself. As I said, where we find our greatest success, is when we are able to bring the family together and deal with them with the total problems they have in the home.

Whereas title I at this point, at least with limited funds, has spoken only to the seriously educationally disadvantaged program for the students.

Senator PELL. When you use the phrase "minority," do you mean black children, or are you speaking also of Indian children in any great quantity?

Mr. DARDEN. In Florida we have a limited amount of problems relating to Indians. Most of our Indian residents are located on reservations in which they are involved in programs that are designed specifically by other bureaus to reach them.

We have recently become involved with sharing some of the knowledge and concepts we have developed out of title I to work with other agencies. We do have a great number of Spanish-surname people in Florida who this would deal with, and who I think it is important, both in the economically deprived and bilingual problem approach.

Senator PELL. Thank you very much.

Any particular question you wanted to ask?

Senator CHILES. No. Thank you.

Senator PELL. Thank you for coming this long distance and being with us.

We now have a panel from Sarasota County: Dr. Gene Pillot, superintendent of schools, Sarasota County; Mr. Jerald Strickland, principal and teacher, Booker-Bay Haven School, Sarasota, Fla.; and Mr. John Henry Rivers, president, Sarasota Chapter, NAACP.

STATEMENT OF GENE M. PILLOT, SUPERINTENDENT OF SCHOOLS, SARASOTA COUNTY, SARASOTA, FLA.; JERALD STRICKLAND, PRINCIPAL-TEACHER, BOOKER-BAY HAVEN SCHOOLS, SARASOTA, FLA.; JOHN HENRY RIVERS, PRESIDENT, SARASOTA CHAPTER, NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE, SARASOTA, FLA., A PANEL

Mr. PILLOT. Thank you, Mr. Chairman. I appreciate the opportunity to be here this morning, and to describe our program.

Mr. John Henry Rivers is at my left, who is the president of the Sarasota Chapter of the National Association for the Advancement of Colored People. Mr. Rivers has been involved with the development of our school which we call the Booker-Bay Haven School since its inception 5 years ago, and has been actively involved as a member of the community throughout its brief history. He currently is serving on a study committee, which is considering continued expansion of the program.

I would like to introduce Mr. Jerald Strickland. Mr. Strickland is the head of Booker-Bay Haven School, and has been developer and proponent with it as its head since the beginning.

In order to acquaint you a little bit with the program in its perspective, I would like to describe very briefly the Sarasota school system. We are a county school system of approximately 24,000 children. We are largely suburbanized, although we do have some outlying rural districts. Our Booker-Bay Haven School exists on five campuses, three of which were originally all black schools. Those three campuses comprise today the majority, approximately three-fourths of the students who are enrolled in the Booker-Bay Haven program.

Mr. Strickland, in his comments a bit later, will describe in more detail the manner under which the Booker-Bay Haven program began and how it has developed in the black community. We have a 5-year program of integration. The school has been consistently a majority of white children, beginning in grades kindergarten through 6, with some Headstart children also housed on campus, in 1970–71, and adding

each year a grade, so that we have on that campus grades Headstart through 10.

We have prepared a statement for you which includes many of the data about the court order, and a procedure proposed by Mr. Strickland and his colleagues in 1969, and which has been carried out.

Mr. Strickland will describe in a little more detail some of the terms we have presented for consideration this morning. Mr. Rivers has been, as I said, actively involved from the beginning, and will describe the concern of the community which motivated the program, its involvement, and his belief of the effects, the positive effects of the Booker-Bay Haven program on the total community, young people and adults as well.

I would like to call attention to the facts of the enrollment of the school. I am referring, Mr. Chairman, to the last sheet in the booklet. It opened in 1970 with 1,437 children, of whom 28 percent were black, and 72 percent white.

Again I describe the school as primarily in the heart of the black community, and primarily on the campus which had been all black prior to that time. Each year the school has grown, to its present enrollment—as of last October of this year, of 1,818—with 36 percent black, 64 percent white, maintaining throughout its 5 years its degree of approximately one-third black children and two-thirds white children.

The enrollment is constituted of two major groups, those who are districted to the school, and those who volunteer to come from anywhere within our school system. We are geographically about 35 miles from north to south, and about 15 miles from the Gulf of Mexico inland. So that the attendance of children from the extreme southern part of the community is not so feasible inasmuch as Booker-Bay Haven is almost at the northern boundary.

But we do have students coming from about a third to halfway down geographically from north to south in the community.

Those who are districted are primarily from the upper socioeconomic strata, primarily from our keys, the outlying areas in the bay and the gulf, and from a more affluent mainland part of the community. Those who volunteer may come from anywhere within the school system.

Those who are districted, however, are also effectively volunteers in that at any time, after having been in the school for a period of one 9-week report-card-grading period, the child, with the consent of his parents, may elect to leave to go to another school anywhere in the school system; and, in many cases, we provide transportation, even though it is out of his normal geographic district.

So, effectively, all of the 1,818 students in kindergarten through grade 10 are voluntarily attending school in the black community, and approximately two-thirds of the students being white.

With that background, Mr. Chairman, I would like to turn to Mr. Rivers to comment about the influence of the community, the effects of the community, and the effects upon the community.

Mr. RIVERS. Thank you, Mr. Chairman.

I will speak to the idea of the Booker complex, what brought about the idea, and maybe I should go a little further back than that, to give you an idea of what can happen when people agree to work to-

gether, that we came up with the idea of integrating the schools in Sarasota County.

I think one great reason was that we had only one black campus in the county, and students from the extreme south of the county were being bused, something like 35 miles, and that created a real hazard for us. Therefore we came forth and approached the school system, as to outline to us the idea of their plans for integrating schools.

Of course, they did not, and we went to court, and of course, they agreed that the schools should be integrated.

So by that, by trying to integrate Booker Campus, we developed several plans with the school board, with some input from the community, developed several plans we could present to the community or communities, that they could choose which they would like to see operative at that campus.

However, being from the NAACP, we were very seriously considering integrating the Booker Campus, because we had other people living nearby in the neighborhood of the school, and therefore we felt it would have been easier to integrate had they been properly districted. But by the districting system they had, they bypassed all the white children, and therefore it was still a predominantly white school.

After working very hard, the superintendent appointed a committee to develop plans as to integrate the school, and of course to me it was an anti-integration committee rather than an integration committee, because I found it was hard to get people to understand or to come forth with a very positive plan, or even to consider. But nevertheless we worked very hard, and after realizing that it was going to be nearly impossible to get the school system and the outlying communities to agree to a plan to integrate the Booker Campus at its present status, the NAACP considered the idea of phasing out the Booker Campus.

That was one of the plans, and the busing of the students from the black community throughout the other communities to integrate the other schools. Basically, the idea in reference to this was that if we proved that we were willing to go forth and pay an excessive expense as to—when I say that, related to burden of being bused, and the hardship of parents agreeing to this, that we agreed to it.

However, it was also the idea of the NAACP that we would try to get the plan in a three-phase layout, and it happened that way, that the high school and then the junior high and elementary, with the idea that when the last phase out would take place that the school system would have difficulty in placing the remainder of the students from the black community, and which this happened. That gave us a legitimate excuse to come forth at that time, and a realistic, I think, legitimate excuse, because of the fact that the school at the Booker Campus was in much better condition than some of the schools that the students were being bused out to.

Therefore we had a real positive factor in trying to reactivate the school. However, the high school was phased out, and the junior high was phased out. And the close of 1966, I believe—no, 1969, and therefore when that happened we were working day and night trying to get the school board—however, we were operating under a Federal Court order that the school be phased out, but trying to get the school system

and people of the community to agree to the fact that we could integrate that school. Because we at that time had proven to them that blacks and whites could go to school together, and they had done it with a very reasonable attitude, I think, and a very positive attitude, very deep problems, and with that they did not agree to that.

And of course this led to a boycott by the black community in 1970. I believe, the spring of 1969, I think it was, that we formulated a boycott which in fact, we feel, perpetrated this return of the school.

However, it was vacated for a while, and of course, later they brought in kindergarten programs, and special education programs for disturbed children, and so forth. And we felt then that if they could bring kindergarten students to that campus, house kindergarten students on that campus, that it would be reasonable then, them being very young, and if they had no fear for them, that we felt that we could in some way encourage them that there would be no fear for the other students. And of course after the boycott, they formulated a committee, and Mr. Strickland was working very hard at that time, and I believe charged with the duty of trying to bring and develop a program that would in fact do what we have done.

The community was very happy. We feel that if there is any way that this program could help throughout this country, it certainly means a lot to a community that is at the verge of being phased out of their school.

Today, when we go there, we look and see the realization of this program. It is just amazing. It really is over and beyond the expectation of the NAACP, because when we go there and see all of the students working and playing, and the community people, the community residents from other communities in and out of the community, I think this is what is happening.

I think this is the thing that this whole country needs to look to. And until such time as this country has developed a program that would enable people to live in other neighborhoods, or neighborhoods other than the neighborhoods where they are a majority, I think this is the type of program that should be pushed forth, that we would be able to help everyone, because as the Senator stated, it is necessary that we educate the parents as well as the students.

Hopefully, when these students will have grown up into manhood, and womanhood, we will have learned at that time that we can live together as people, and we will not have this problem that we have here.

Senator PELL. Thank you very much, Mr. Rivers.

Mr. Strickland.

Mr. STRICKLAND. Thank you.

I will explain just briefly the content and format of this fairly large volume that we have given you. The first three and a half pages are the statement, our report really, and I would like to read those, if I might. The rest of it is a series of documents which are intended to support the statements made in the short statement in the front.

There are 18 attachments, and I think just a reading of the list, to tell you and those listening, what is in it, would say something about the report that is important to say.

The integration statistics for Sarasota County, how many black and white children in each school, is the first attachment.

The second is the court order which brought to a head all these things about which we are talking today—the phasing out of schools, and the forced busing of children out of this school to other schools—and related news stories. I have included two clippings showing community response to the court order, and one telling the story of the boycott to which Mr. Rivers referred. Following that, is the original proposal for the Booker-Bay Haven School.

I might comment, in light of something that Mr. Rivers said on this particular point, that we had made that proposal before, but we did not find too many open ears to the thing. It took the boycott to get enough attention to have the proposal heard. He and I worked on it in fact before that time, before this action.

Following that proposal is, I think, one of the most telling and interesting things in here. It is a 40-page-long attachment of court testimony which the superintendent at that time, and I, and the person in charge of pupil services of the county, gave in Federal court, which led a year later to having the court case dismissed. We included the actual testimony, because it describes the program, and includes some comments by Judge Krentzman, concerning his opinion about this program and its effort to go above and beyond what is required by the law.

Then the actual court order, a copy of that is included.

Then to show some of the early, the original community response, there is an editorial from the Sarasota Herald-Tribune entitled, "Bold and Beautiful." Very simple, but a very complimentary stand taken by the newspaper.

Then a report as the school started in August 1970; the final order from the court in September 1971; and a story of another interesting symbolic thing—news clippings only, when the chainlink fences came down from around the campus. Chainlink fences were erected when the first white students went in to take part in the special programs that Mr. Rivers mentioned, the exceptional child program, and the kindergarten. Six-foot fences were erected, and those came down the first year the Booker-Bay Haven program occupied the high school building.

Then a story on the anniversary of the original Supreme Court order, written in the Sarasota Herald-Tribune, about desegregation, giving Booker-Bay Haven some share of credit for that.

Then some proposals, a series of things that we have proposed, and some of which we are doing, which are different kinds of programs, one referred to as the downtown school, one the farm, and another high school expansion, which is anticipated now.

And finally, the statistics from which Dr. Pillot read a moment ago.

If I might, I would just like to very quickly read through the statement as it was written basically for that purpose, just the first three pages.

Senator PELL. I would add that we will put as much of this into the record as possible.

Make your presentation, and we will put as much of the backup material into the record as we can.

[The information referred to follows:]

THE BOOKER-BAY HAVEN SCHOOLS

SARASOTA COUNTY, FLORIDA

A STATEMENT

Prepared for the Senate Subcommittee on Education, at the request of Senator Lawton Chiles of Florida, by Dr. Gene M. Pillot, Superintendent of Sarasota County Schools; Mr. Jerald D. Strickland, Director of the Booker-Bay Haven Schools; Mr. John H. Rivers, President of the Sarasota Chapter of The National Association for the Advancement of Colored People, on behalf of the School Board of Sarasota County, Florida, Dr. Richard W. Ehlers, Chairman.

Presented at the Hearing, held by the Senate Subcommittee on Education on December 10, 1974, concerning S. 503.

INTRODUCTION

The story of the Booker-Bay Haven schools is about:

- Racial integration
- Use of school buildings
- Improvement of schools

We have tried to make racial integration a two-way street. We have succeeded in making it at least a two-way voluntary bus ride if not a two-way street. We have gone beyond the requirements of the law, and have exceeded the expectations of some of the people, like John Rivers, who had reason to expect a great deal. All the schools are integrated including the formerly all black schools. (See attachment #1).

We have tried to make full use of all the buildings for legitimate school purposes --- and we have succeeded in that also, except for one year between the "phasing out" of the all black schools and the beginning of the Booker-Bay Haven schools.

We have tried to improve the quality of what goes on in school to make children want to learn and want to come to Booker-Bay Haven. Our only evidence of success in this effort is the fact that approximately 800 students come from other school districts to attend Booker-Bay Haven. The other 1,000(+), who live in the district, can leave if they wish.

The body of our presentation is a simple chronology of our experience with the Booker-Bay Haven program. We have tried to cut away the educational and social philosophy, and to present a factual history.

We have provided a number of supporting documents, including court orders, newspaper clippings, charts of statistics, and program proposals/descriptions which we hope will be useful for anyone who might have a particular interest in our experience.

DESEGRATION

On April 7, 1967, the United States District Court in Tampa ordered Sarasota County Schools to increase the speed of school integration by phasing out its all black school complex in three steps. (See attachments 2 and 3.)

Booker Senior High School, grades 10, 11, and 12, ceased to exist at the end of the 1966-67 school year. Its students were transported to other senior high schools in the county. No unusual controversy accompanied this particular action.

Booker Junior High School closed at the end of the 1967-68 school year, and its students were transported to other county schools. The Booker High School building, which had housed about 750 students, grades 7-12, was now vacant. During the summer of 1968, fences were erected around the building, and in the fall, a school for educable mentally retarded children was established there. The name of the school became The Orange Avenue Student Center.

DESEGREGATION (Continued)

The Booker and Amaryllis Park elementary schools, on the same campus were scheduled to close at the end of the 1968-69 school year, and the 900 students were to be transported to other elementary schools in the county. However, during that year, two important problems developed:

- Dissatisfaction with the integration of the junior and senior high schools, and
- Still stronger dissatisfaction with the planned use of the three buildings on the Booker Campus.

These problems led to formation of committees, proposed delays in the implementation of the court order, administrative proposals, etc., etc. It was an administrative recommendation, to move the twelve classroom Amaryllis Park building to another campus in an all white neighborhood, which sparked a school boycott by black students in May, 1969. (See attachment 4 --- news clipping.)

The administration, the School Board, and an ad hoc citizens committee were unable to agree on a satisfactory solution to the overall problem; however, they did agree not to move the building.

- The boycott was ended, and
- The final phase of desegregation was implemented as 900 elementary school children were transferred to other schools in the county.

During the 1969-70 school year, there was no regular school program on the Booker Campus. There was a small county-wide volunteer kindergarten, and the exceptional child program already mentioned. Many classrooms were empty. In addition to all the obvious problems related to this situation, it so happened that the county had passed a bond issue to improve and expand school buildings, and because of the uncertainty of the Booker future, the buildings which Booker-Bay Haven were to use later were not improved. They are still below county standards, but relief is now scheduled.

The situation in September, 1969:

- The schools were desegregated.
- The Booker Campus was partially vacant.
- Chain-link fences with barbed wire enclosed the former Booker High School.
- The name had been changed to The Orange Avenue Student Center.
- Bay Haven Elementary School --- a mile away --- was overcrowded.

A "PRIZE SCHOOL"???

In November, 1969, the administration proposed to make Booker a school for research, development, and demonstration with an integrated student body made up of districted and volunteer students. (See attachment 5.)

In May, 1970, after many, many meetings with parents, committees of citizens, the State Department of Education, the Courts, the School Board, and many others, the final proposal, which now included Bay Haven was approved by the School Board.

A "PRIZE SCHOOL"??? (Continued)

Following the School Board's approval of the report, several important events occurred:

- The Booker-Bay Haven plan was presented to the United States District Court, and received a most gratifying response from Judge Krentzman. (See attachments 6 and 7 --- a copy of the testimony, and a copy of the resulting court order.)
- The Sarasota Herald Tribune ran a Sunday Editorial on the proposed school called, "Bold and Beautiful". (See attachment 8.)
- School opened in September, 1970 with 1437 students (K-6) who were 55% districted and 45% volunteers from other districts; 72% white and 20% black; and who filled the buildings. (See attachments 9 and 18)

We promised to deal in facts rather than philosophy or opinion, and so we must forego reporting the dozens of newspaper articles, School Board reports, State Department of Education communiques, meetings with parents, students, Boosters, etc., etc., and report only:

1) The court issued its final order on September 3, 1971, and Sarasota County became one of the first school systems to be released from court supervision, because it had gone above and beyond the requirements of the law. (See attachment 10.)

2) The fences came down in October, 1971 when the Booker-Bay Haven program began use of the old Booker High School building.

3) Booker-Bay Haven has added one grade each year, and has grown to an enrollment of 1818, plus 70 Head Start youngsters. The volunteer and districted student percentages remain approximately the same as at the beginning. (See attachment 18.)

4) Sarasota County and Booker-Bay Haven are given some credit for doing an above average job in integrating the county's schools. (See attachment 12.)

5) The senior high school grades and several related new programs, e.g., the Downtown School, and The Farm, are being added to the present program. (See attachments 13, 14, 15, 16, and 17.)

6) Expansion and improvement of the buildings is scheduled.

7) We are appearing before a subcommittee of the United States Senate to see whether our government and our school might be of further benefit to each other.

CONCLUSION

It is our considered opinion that local governments should be encouraged to take the initiative in resolving local problems, and realizing local potential for cooperation and achievement. The Federal government could offer that encouragement by being responsibly responsive to the legitimate needs of state and local governments.

CONCLUSION (Continued)

We believe that we have some needs which legitimately deserve Federal government encouragement and support. We need help with such "one-time" expenditures as:

. Construction of the kind of buildings and facilities which would make the school a cultural center, a positive influence on our neighborhood and community, a "Prize School".

. Planning and start-up costs of new programs.

We need continuing assistance with the staffing and operation of a real Community School program, and with legislative freedom to develop new programs.

We believe that Prize Schools must be better than, or at least different from, other schools if they are to serve the purposes intended. We believe they need help in becoming different or better. The continuing cost of operating the schools should be borne as close to home as possible so that concern and control come from the proper place.

JOS/bap
12-9-74

PUPIL SERVICES

ENROLLMENT BY RACE FOR 2nd MONTH, ENDING OCTOBER 22, 1974

SCHOOLS	BLACK	OTHER	TOTAL	% BLACK
ELEMENTARY				
Alta Vista	92	667	759	12.12
Bay Haven	178	220	398	44.72
Booker East	71	137	208	34.13
Booker North	160	364	524	30.53
Brentwood	70	1131	1201	5.82
Englewood	10	782	792	1.26
Fruitville	106	611	717	14.78
Garden	1	605	606	.16
Gocio	205	523	728	28.15
Gulf Gate	54	747	801	6.74
Nokomis	29	547	576	5.03
Osprey	21	108	129	16.27
Phillippi Shores	110	765	875	12.57
Southside	82	571	653	12.55
Tuttle	65	582	647	10.04
Venice	37	754	791	4.67
Wilkinson	143	817	960	14.89
ELEMENTARY TOTAL	1434	9931	11365	12.61
JUNIOR HIGH				
Brookside	128	1337	1465	8.73
McIntosh	152	1269	1421	10.69
Sarasota	238	1069	1307	18.20
Venice	35	953	988	3.54
Epiphany	0	61	61	0.
JUNIOR HIGH TOTAL	553	4689	5242	10.54
SENIOR HIGH				
Booker	241	442	683	35.28
Riverview	144	1830	1974	7.29
Sarasota	298	1674	1972	15.11
Venice	19	1231	1250	1.52
SENIOR HIGH TOTAL	702	5177	5879	11.94
EXCEPTIONAL EDUCATION				
Center for Adj Ed	17	68	85	20.00
Pine View	2	428	430	.46
S.C. Student Center	244	191	435	56.09
EXCEPTIONAL EDUCATION TOTAL	263	687	950	27.68
TOTAL	2952	20484	23436	12.59

ORDER ON MOTION FOR FURTHER RELIEF

This cause, having come on for hearing on March 3 and April 7, 1967, upon all pending motions, and the court having heard argument of counsel present as the motion for further relief filed, by the plaintiff, and the court being fully advised in the premises,

NOW THEREFORE, IT IS ORDERED, ADJUDGED AND DECREED, that the Defendants, their agents, officers, employees and successors and all those in active concert and participation with them be and they are permanently enjoined from discriminating on the basis of race or color in the operation of the Sarasota County School System. As set out more particularly in the body of the Decree, they shall take affirmative action to disestablish all school segregation and to eliminate the effects of past racial discrimination in the operation of the school system.

SPEED OF DESEGREGATION

The following action by the Defendants is a minimum program for Sarasota County:

A. At the start of the 1967-68 school year, in accordance with this Decree the Booker Senior High School, consisting of grades 10, 11 and 12 shall be phased out of the Booker Complex and students shall be transferred to Sarasota Senior High School and Riverview High School. Faculty shall be transferred to the secondary schools in the County.

B. At the start of the 1967-68 school year, in accordance with this Decree pupils now attending Amaryllis Park, Booker Elementary and Booker Junior High School consisting of grades 1 through 9, shall be permitted to transfer under the minority transfer policy hereinafter set forth.

C. At the start of the 1968-69 school year, in accordance with this Decree the Booker Junior High School shall be phased out and students shall be transferred to the McIntosh Student Center, Sarasota Junior High School and Brookside Junior High School. Faculty shall be transferred to the secondary schools in the County.

D. At the start of the 1969-70 school year, in accordance with this Decree the Amaryllis Park, Booker Elementary Schools shall be phased out and all students shall be transferred to the then existing elementary schools lying north of the present Osprey school district. Faculty shall be transferred to the elementary schools in the County.

E. A single system of non-racial attendance zone shall otherwise be continued for all grades and all other schools of the Sarasota County System.

F. Phases C and D of this Article are recognized to be dependent upon the availability of necessary construction funds and in the event such funds are unavailable the Defendant shall submit to the Court an alternate constitutional plan.

II

ASSIGNMENT TO SCHOOL IN ZONE OF RESIDENCE

A. Regardless of any previous attendance at another school, each student must be assigned to the school serving his zone of residence, and may be transferred to another school only in those cases which meet the following requirements.

1. Transfer for special needs should be permitted upon showing the existence of any one or more of the following reasons:

a. A student who requires a course of study not offered at the school serving his zone

b. Exceptional education students, such as physically handicapped, mentally retarded, or gifted

c. Where a hardship exists and before and after school supervision is involved

d. The sixth, ninth, and twelfth graders to finish the school year

e. Psychological recommendation for reason of pupil-parent adjustment

f. Student who moves into school district within ninety days

45-619 O - 75 - 4

g. Recommendation from Board of Public Instruction of another county.

h. Temporarily living out of the district

i. Recommendation of Child Welfare Agency, Juvenile Court, or Aftercare counselor

j. Administrative recommendation

2. Minority transfer policy. The defendants shall on request permit any student to transfer from a school where students of his race are a majority to a school within the system where students of his race are in a minority, and they may assign students on such basis.

B. In September of 1967, students in the 10th, 11th and 12th grades who would have otherwise been attending Booker Senior High School shall be assigned by the Defendants to Riverview and Sarasota High Schools so that the number of Negroes in both high schools shall be roughly equal. The present Booker Senior High School District shall be divided into two districts to accomplish this result.

C. In September of 1968, students in the 7th, 8th and 9th grades who would have otherwise been attending Booker Junior High School shall be transferred to McIntosh Student Center, Sarasota Junior High and Brookside Junior High so that the number of Negroes in each school shall be roughly equal. The present Booker Junior High School District shall be divided into three districts so as to accomplish this result.

D. In September of 1969, students in grades 1 through 6 who would have otherwise been attending Booker Elementary School shall be transferred to the ten northern most elementary schools in the County so that the number of Negroes in each school shall be roughly equal. The present Booker Elementary District shall be divided into districts so as to accomplish this result.

III
NOTICE

A. Individual Notice. On a convenient date not later than two weeks after the execution of this Order (and in February of 1968 and 1969), the Defendants shall distribute by first

class mail a letter to the parent or other adult person acting as parent of each student who is then enrolled in any of the Booker Districts for grades 1 through 9 informing such parent of the minority transfer policy above described. All of these letters shall be mailed on the same day, and shall be in a form set forth in Appendix A, attached hereto. The same letter and notice shall also be furnished in person or by mail to the parent of each prospective student, including each student planning to enter the first grade, as soon as the Defendants learn of any plans to enroll in any of the Booker Complex schools. Each pupil, if he desires to transfer under this policy, shall elect to do so within 30 days after the mailing date of said letter. Between four weeks and six weeks after the period in which pupils may exercise their option to transfer under the minority transfer policy, the Defendant shall distribute by first class mail a letter to the parent or other adult person acting as parent of each student who has opted to transfer, giving the name and location of the school to which the student has been assigned for the coming year pursuant to the desegregation plan, and information concerning the bus service, if any, between his school and his neighborhood.

B. Publish Notice. The Defendant shall arrange for the conspicuous publication of an announcement which shall contain the text of the notice provided for under III A above in both the morning and evening papers most generally circulated in the community upon or shortly before the date of mailing under III A above. Publication as a legal notice is not sufficient.

IV
FACULTY ASSIGNMENTS

As the senior high school, junior high school and elementary grades now located on the Booker Campus are phased out and students are transferred to other schools in the county system, the faculty shall be assigned to the existing schools in the county system without regard to race, color or creed. In effectuating such a transfer the Defendants shall make no discriminating

demotions of faculty personnel and the Defendant shall continue to assist them in the performance of their duties. In the interim period prior to September, 1969, Defendants shall continue the policy of assigning Negro staff to schools other than on the Booker Campus to the end that each school shall have a ratio of white and Negro teachers approximately equal to the ratio of white and Negro teachers in the County.

V
REPORTS

A. Between four weeks and six weeks after the Defendants have notified the parents of pupils of the designation of the school to which they have been assigned, the Defendants shall report to the Court and opposing counsel the number of students electing to transfer under the minority transfer policy and the schools to which said pupils have been assigned.

B. Within one month after district boundaries have been established by the Defendants, they shall report to the Court and serve opposing counsel with maps of the district boundaries of all of the school districts in the County which shall include the breakdown of the Booker Districts for assignment to the various schools under this plan.

C. No later than October 15th of each year, the Defendants shall report to the Court and serve opposing counsel with a statistical report for each school in the County system showing the number of Negro and white students enrolled and showing the number of Negro and white teachers.

D. Within two weeks after the date of this Order, Defendant shall file with the Court and opposing counsel a copy of the present attendance zone maps and the statistics showing the present number of Negro and white students and faculty in each school within the County.

VI
SERVICES, FACILITIES, ACTIVITIES AND PROGRAMS

No student shall be segregated or discriminated against on account of race or color in any service, facility, activity, or program (including transportation, athletics, or other extra

curricular activity) that may be conducted or sponsored by or affiliated with the school in which he is enrolled. A student attending school for the first time on a desegregated basis may not be subject to any disqualification or waiting period for participating in activities and programs, including athletics, which might otherwise apply because he is a transfer or newly assigned student. All school use or school-sponsored use of athletic fields, meeting rooms and all other school related services, facilities, activities, and programs such as Commencement exercises and parent-teacher meetings which are open to persons other than enrolled students, shall be open to all persons without regard to race or color. All special education programs conducted by the Defendants shall be conducted without regard to race or color.

VII
SCHOOL EQUALIZATION

Remedial Programs. The Defendants shall continue to provide remedial education programs which permit students attending or who have previously attended all-Negro schools to overcome past inadequacies in their education.

VIII
NEW CONSTRUCTION

The Defendants, to the extent consistent with the proper operation of the school system as a whole, shall continue to locate any new school and substantially expand any existing schools with the objective of eradicating the vestiges of the dual system and of eliminating the effects of segregation. Commencing in September of 1969, and prior thereto to the extent that classroom space is available, the Amaryllis Park and the Booker Schools shall be used for a county-wide kindergarten program, special education classes and Head Start program. This provision of the Order is not mandatory but is merely explanatory of the current plans of the Defendants to utilize the Booker and Amaryllis Park schools.

IX
TRANSPORTATION

Any student residing in the Booker Districts for grades 1 through 9 who elects to transfer under the minority transfer

policy shall be transported by bus to the school to which he is assigned unless said school is within 2 miles of his residence.

X

JURISDICTION RESERVED

This court reserves jurisdiction to consider such further matters as may properly come before it from time to time on the motion or motions of either party.

DONE AND ORDERED in Chambers at Tampa, Florida, this 7th day of April, 1967.

(Signed) Judge Lieb

Attachment # 3

Commerce Board For Bond Issue.

Journal 9-20-67

Dr. Thomas Guilford, superintendent of Sarasota County schools, received Tuesday an endorsement of the Sept. 26 school bond issue from the board of directors of the Sarasota County Chamber of Commerce.

Guilford, presenting basically the same facts he had used earlier in the day at the chamber's Club Presidents' Roundtable, told the directors the responsibility for a good school system "is as much yours as it is the school board's."

"We think," he said, "a good school system is good for Sarasota County."

Although Guilford repeated his earlier speech, other members of the school board were present to answer the directors' questions, which centered largely around efficiency in the school system and the proposed use of the Booker campus.

Chamber director Ben Hopkins told Guilford that much opposition to the bond issue stems from the feeling that "there are too many chiefs" in the schools.

In his reply to Hopkins' questions, Guilford said 250 new teachers would be needed to fill classrooms that would be built with bond issue funds.

"I'd ask for only one additional supervisor for these teachers," Guilford said, adding that a good supervisory staff is essential to a well-run school system.

The questions and answers at the meeting lasted for nearly an hour and one-half before the directors approved a motion to support the issue.

At the start of the board meeting, election results were read and 12 new directors were named to the board.

Six of the 12 were elected by the board of directors to one-year terms. They are: Dean Fleischman, Ron Hicks, Don Jacobs, Ellis Goodman, Sam Dee and Anthony Salvaterra.

The other six were elected to the board by the chamber's general membership for three-year terms. They are: Hamilton Jones, Mac Harmon, Cyrus Bispham, Jack Kahn Jr., Clarence McKaig and Vendell Kent.

Seven new chamber members were announced. They swelled the chamber membership to 1,866. Two memberships were not renewed.

Chamber manager Robert Burns also announced at the meeting that the chamber would request $69,000 from the Sarasota City Commission this week for advertising and promotional expenses.

A financial report was given showing the chamber with $18,965 in revenue for the month of August and total expenditures of $12,247, leaving the chamber with a balance of $6,318 for the month.

It was the first board of directors meeting to be held in the new chamber building on Second Street.

★ ★ ★ ★

Desegregation Order Forced School Issue

Journal 9-20-67

A federal court order requiring more thorough desegregation of Sarasota County schools was cited by Dr. Thomas W. Guilford, superintendent of county schools, as the main reason a school bond issue is being requested now.

Speaking at the Sarasota County Chamber of Commerce's Club Presidents' Roundtable Tuesday, Guilford said the bond issue is being held now to give Sarasota's school system "sufficient buildings" to handle the exchange of students from Booker High School to Riverview and Sarasota high schools.

Enumerating other reasons for approval of the bond issue, Guilford noted that as of Tuesday there were 600 more children in Sarasota's schools than last year.

In 1966, he said, the State Department of Education estimated that Sarasota would need $8 million for school buildings to handle adequately the increase of school age children in this area.

Speaking of the school integration plan, Guilford said, "I believe the school board has devised the best common sense plan."

The Booker campus, he said, will not be vacant. "We have enough special education classes to fill it now and in a few years there will probably be public kindergartens in Sarasota."

As of this year, 10th, 11th, and 12th grade students from Booker will be attending Sarasota and Riverview high schools.

Next year, seventh, eight and ninth graders will be transferred from Booker to other junior high schools, and the following year the elementary grades will follow the same pattern.

This was the only plan, Guilford said, that federal agencies would agree to and the only plan the school board could have adopted.

Guilford told the Roundtable that a total of 70 percent of the 14,000 freeholders in Sarasota County now registered to vote in the bond issue election have no children in school.

If 70 per cent of these freeholders vote against the issue, Guilford said, more than 10,000 "yes" votes would be needed to pass the school bond issue, although he added that not all of the 70 per cent were expected to vote against the issue.

"We (school officials) were surprised by the figure," Guilford said, "especially since we have been doing all that is humanly possible to get freeholders with children in school to register."

He urged those present to "do all you can" to promote passage of the school bond issue.

If the issue fails, he said, the school board "will have to come up with an alternative plan to keep the schools operating."

"We could move into split sessions or drop periods from the school day," he said, "but you can't cut the cost of operating schools without cutting out personnel."

The school superintendent told the audience his appeal was not "for current operating funds" but to allow the school board money to carry out future plans.

If the issue fails, the said, our building needs will require a "pay-as-you-go" solution. This would cost approximately one mill a year and "we don't think the people will vote for this," Guilford stated.

In order to assure the people that the money from the bond issue will be spent where the school board has said it will be spent, Guilford said the "citizens committees" now operating at each school in the county would "remain in operation" to oversee the expenditures.

Also, Guilford added, "if construction bids come in high we're not going to take money out of other schools' funds . . . we're going to wait until all proposed construction is completed and then see what's left over."

If the school board finds itself without sufficient funds to carry out proposed building and desegregation plans, Guilford told the group, the only way we could heed the federal court order "would be to hold split sessions . . . perhaps half the school children would go to school from 7 a.m. to noon, the others from noon until 5 p.m."

Guilford then turned his talk to voter re-registration and said the school board requested the re-registration because "we wanted to know who said vote."

"We don't think we're hurting anybody by holding re-registrations during the summer," he concluded, noting that the school board's summer newsletter was sent by first class mail and was forwarded to residents away for the summer. The newsletter described the bond issue proposal.

Attachment 54

'Integration Necessary, If Plan Isn't Perfect'

Sarasota Journal Tuesday, June 6, 1967—19

By BOB MAY
JOURNAL Reporter

"There is no ideal plan for integration. Everyone doesn't want integration. The problem will never be fully solved because there is always the memory, and the memory lingers on if you want it to."

Those are the words of Sheila Sanders, an alert, outspoken Junior at Booker High School. Sheila and her classmates will be going in two separate directions next fall because there will not be a Booker High School.

Sheila happens to live north of 27th Street, so she will be going to Riverview High School. Some other classmates, who live south of 27th Street, will be attending classes at Sarasota High School.

Whichever direct on the Booker High School students go, they will be facing a common experience. For the first time in their lives, they will be attending predominately all white schools.

Sheila was one of five students who expressed opinions on the phasing out of the Booker school complex during an interview arranged by the SARASOTA JOURNAL. Their comments were candid, but by no means shocking. Two of the students, Lance Jackson, a senior, and Russell Baker, a junior, thought that the integration plan formulated by the county school board is a good one. The others, James Boles, a senior, Jenifer Dixon, a senior, and Sheila, thought the plan was not good.

All of the students appeared to accept the fact of the plan and all believed that integration is a necessity. The students were realistic, if somewhat resigned.

Lance appeared to favor the plan more than the others. He said the Booker campus is improperly equipped for a senior high school and there is not enough room.

His comments, however, brought a sharp retort from Jenifer who said it wasn't the students' fault that the school has inadequate facilities.

There was no argument before about the adequacy of our facilities. We have been promised all sorts of improvements which we haven't gotten," she said.

Jenifer charged that there are 35 to 40 students in some classes and that courses required at the other schools are not offered at Booker. She placed special stress on certain language courses and mentioned a course in business law.

Sheila termed the plan of integration "quite inconsiderate" and said it would be smarter for white students in the neighborhood to attend Booker.

"It will affect us more as individuals because we are the ones who will have to adjust to new situations at the schools. It will be like learning to walk all over again.

"They told me in '65 that I couldn't attend Riverview because I was in the wrong district. Now I have no choice. I don't know why Negroes should be forced to face reality all the time when no one else is forced to."

Sheila said the population is increasing all over the county, and "if all of us move out, we'll create overcrowding at the other schools."

James also voiced the opinion that it would be cheaper in the long run to improve and add to facilities at Booker rather than transfer the students to other schools.

Lance replied by saying it would take more time to fix up Booker's facilities.

"The value of education is increasing and we need good education now, not next year or the year after," he said.

Russell stated his feelings this way:

"It's a good plan, because as long as we are separate we won't be equal because the Negro school will always be on the losing end."

The Booker students all expressed concern over the adjustment the students will have to make at Riverview and Sarasota High Schools. Susie felt that prejudice on the part of both whites and Negroes would create difficulties.

The two juniors interviewed, Russell and Sheila Sanders, both felt they would adjust fairly easily but indicated some students would have problems.

"I will be expecting a certain amount of prejudice," Russell said "but I will be looking forward to joining clubs. The social aspect will be the most difficult, and the difficulty of adjusting socially will probably be reflected in classroom work."

Sheila said, "I don't think I'll have too many problems because I adjust easily, but others don't."

She said a "mental block will stand between us from the time we go out there.

"When you are welcome, you are welcome all of the time. They really don't want us out there. A negative attitude will exist on both sides. Many of the Negro children feel that they are being forced and not really accepted. They'll be in the crowd, but not considered one of the crowd."

Sheila agreed with Russell that academic work may be affected also.

"Negative feelings will affect the grades of some of the students because they will feel, 'What's the use?'" Sheila opined that the student-teacher relationship will be more difficult because some of the Booker students, rightly or wrongly, will feel that the teachers will not want to spend as much time with them.

The seniors also had opinions about how well the Booker students would adjust. Lance said he didn't believe adjusting to the new schools would be too much of a problem "unless the students don't want to adapt."

"The different races can get along, and they are. It's just the kids who don't want to get along that will cause the problem."

Lance suggested that social activities be planned before the school year begins to get both groups together to help ease the transition.

James also said that there will be some problems next year "as far as meeting people is concerned."

"Most of the students at Booker happen to be prejudiced and they will take their prejudices with them."

Jenifer said it was her feeling that the Booker students will be excluded from certain activities.

A lively discussion developed when Lance said the junior high should be phased out before the senior high. He expressed special concern for the students who will be seniors next year.

"The seniors shouldn't have to make such an adjustment when they're in the midst of preparing for graduation and life," he said.

James differed, however, stating that junior high students are younger and more stubborn," he said.

Jenifer said the move would be difficult for the seniors "because they won't have enough time to adjust. The younger kids would have more time to adapt," she said.

The panel of students generally felt, however, that integration of the schools is necessary if Negro students are to be fully prepared for life.

"The quicker the schools are integrated, the quicker we'll move up the ladder of success because we know they won't spend money out here," said Russell.

Everything should be integrated, Lance said. "Everybody should be looked upon as one," he said.

"Any problem you have takes time to solve, but anything worth having takes time."

James said he agreed with Lance, "because we live in America as Americans. With integration, we'll be given a chance to be equal. The majority of Negroes feel they are inferior because they are in a minority. If we begin to mix with them (whites) as a whole, we will catch up."

Jenifer said she believes there will always be some prejudice about color, but that, in time, integration will work.

"I think integration will work once integration has started, but I'm not so sure it has started," she said.

85% Of Black Students Walk Out

Herald 3/16/69

(Continued From Page 1)

of the economic situation in school in the Bayou.

Rumors of the pending boycott reached Dr. Gaillard's office Sunday afternoon after a meeting of the newly formed Newtown Citizens Committee resolved to instigate the boycott action.

The group, headed by Jerome Stevens, a successful Negro businessman who unsuccessfully ran this year for the Sarasota City Commission, issued a statement saying the boycott would run until the School Board responds to the committee's demands for continuance of schools now being operated on an all-black basis and for expanded integration of county schools.

The student action was sanctioned by the National Association for the Advancement of Colored People Sunday, but the NAACP did not take command of the effort on advice from the organization's counsel in Jacksonville.

According to persons who attended a Thursday meeting of the NAACP, John Henry Rivers, president of the NAACP, was planning to lead the student boycott until the word from state counsel for the group advised against his involvement.

The Sunday meeting of the citizens committee was called assembly to seek leadership from the black community. Stevens was elected during the meeting.

The boycott was termed "very effective" late Monday afternoon by members of school administration.

Only in the southern section of Sarasota County did the strength of the boycott appear to weaken. At Venice Junior High School, only three of the 35 black students stayed out of school, while at Nokomis and Venice elementary schools absenteeism was termed "normal." The same was true for schools in the Osprey-Englewood area.

Indicative of the seriousness of the black boycott was an announcement by Stevens Monday of plans to establish educational facilities in the black community to continue education of the boycotting students.

A second-year student at New College said a special committee had been formed to assist teachers who plan to carry on special "freedom schools" for boycotting black students. Members of the staff of the New College newspaper said Monday the students involved in aiding the boycott are following the leadership of Stevens.

They said members of the New College community had known of the plan to boycott as early as last week.

Stevens said classes will begin today in churches and other public buildings in Newtown where classroom space is available.

Stevens said the boycotting students were prepared to stay out of class as long as they have to "until we receive some consideration for our demands."

"We don't want to keep the kids out of school, but we think we should have some say in what is going to be done with our school system. We want to keep the schools in our neighborhood," he said.

Staff Photo By Jim Townsend

Teacher Mrs. Janet Standish
...faces empty classroom at Booker Elementary

JOHN RIVERS

REMARKS TO THE SARASOTA COUNTY BOARD OF PUBLIC INSTRUCTION

CONCERNING

1. Educational Research, Development, and Demonstration as a means of Promoting Academic Relevance in the Sarasota County Schools.

2. Full, fair utilization of the Booker schools as "regular" integrated schools.

Presented on

November 25, 1969

by

Jerald D. Strickland

Assistant Superintendent for Curriculum and Instruction

To put the proposals I would like to make into broad perspective, I call your attention to a statement of goals which you adopted two years ago as a part of our Educational Improvement Expense Plans. You will remember that the entire school system staff, and a large citizens' committee, developed those plans and this statement of goals.

The fundamental goal of the education program in Sarasota County is to cause all our students:

A. To continue wanting to learn, and wanting to develop all the talents and abilities they have.

B. To develop further their curiosity and concern, and willingness to question and to try.

C. To discover their talents and abilities, and to develop and use them fully.

D. To learn how to learn --- how to question, how to find answers, how to evaluate and use the answers they find, and how to develop, keep, and continue using "that knowledge which is of the most worth".

E. *To find satisfaction in learning and in using their knowledge and talents.*

F. *To consider school to be a desirable and exciting place for learning.*

G. *To use their knowledge and talents with good will --- to act in accordance with the basic principles of American Democracy.*

These are the standards against which our success or failure as a school system should be measured. If we even approach their attainment, our students will not only have the academic knowledge and the skills necessary for good citizenship and a good life, they will be good citizens, self-disciplined, and of good character; they will work to make a good life for themselves and others; they will think clearly and act with good will[1] as far as they can in all they do.

The "Major Education Goals" of the Sarasota County Education Program are very purposely stated in such a way as to cause us, the citizens and teachers of this community, to be responsible for the results of our work, i.e., the product of our schools, not just the activities.

These goals assume that our boys and girls are naturally curious, concerned, and interested in life; and that the least we can do is to keep those qualities alive, and try to develop and direct them in ways which are desirable and productive.

Such a statement of goals requires that a statement of objectives be comprehensive and broad. They must also be achievable, and related directly to the goals. Detailed objectives for a given year will be chosen carefully as the most effective steps we can take to begin to produce the behavior described in these goals.

Finally, stating the goals in this way will force us to find ways to measure our progress, and report the evidence in terms of results produced rather than activities completed.

This statement was written two years ago for the first Florida Educational Improvement Expense Plan. What I propose tonight is a specific plan for bringing us to these goals at a much faster and more efficient rate than our present one.

I propose the establishment of a school for research, development, and demonstration on the Booker Campus.

I would like to proceed with my presentation by stating --- and then answering --- some of the more important questions that might be raised about this proposal.

[1] Wendell Johnson, Your Most Enchanted Listener, (New York, Harper & Row, 1956), p. 32.

I. WHY RESEARCH, DEVELOPMENT, AND DEMONSTRATION IN A LOCAL SCHOOL SYSTEM?

A. Because I believe it is the best possible means of

1. finding local answers to local education questions.

2. developing methods of using the answers under local conditions to produce desired results efficiently.

3. demonstrating successful efficient methods which can and should be used in other local schools.

As we now operate, the improvements which we try to make --- the kind which come from "new" ideas, and the kind based on "tried and true" educational remedies --- can be characterized best as vague general answers to questions we have not asked. For example, see if you can state a definitive question to go with each of the following "answers". New math --- team teaching --- non-graded schools --- flexible scheduling --- decreased teacher-pupil ratio --- increased per-pupil expenditure --- better supervision, etc., etc. Now see if you can make the "answer" explicit and applicable to any given school in Sarasota County. I think you will find that you cannot state clearly any such "answers" or questions.

B. Because there is no better way, in my opinion, of "getting a handle" on what is fast becoming an organizational and economic monster. It is not possible to make practical utilization of research, development, and demonstration work done in universities, and, to make matters worse, most universities I know of are not really doing any such work on public school questions.

C. Because there are many important questions which must be asked more clearly, and which must be answered now. For example:

1. How can we cause students to want to stay in school?

2. How can we cause each student to find satisfaction in learning?

3. How can we get a fair estimate of each student's potential?

4. How can we cause each student to want to realize his potential?

5. How can we get accurate information about the cost and effectiveness of each aspect of the school's operation?

6. How can we get the best results for the lowest costs?

7. How can we develop and/or test answers to questions most efficiently?

8. How can we get proven definitive answers to important definitive questions implemented throughout our system?

Each of these questions has many sub-questions and many possible answers. We have to ask those sub-questions clearly and explicitly, then find answers to the questions asked, and act on them --- soon.

Are these real questions for Sarasota County or are they the theoretical creation of the writer of this report? Look at the following information and judge for yourselves, please.

Between 1965-66 and 1968-69 we:

- Increased per-pupil expenditure by 68%. (Perhaps 20% of that amount was used up by inflation.)

- Decreased the ratio of pupils to instructional staff by 13.12%. (Excluding administrative and supervisory personnel --- by 10.62%)

- Added special programs for mentally retarded children, gifted children, vocational-technical students, migrant children, disadvantaged children, pre-school children, etc., etc.

During the same period (1965-66 to 1968-69):

- Average daily attendance at school decreased by 2%, and we hired five attendance workers.

- The school dropout rate increased by 5.3% (to 32.5%) between grades 9 and 12. The number of black students who drop out has approximately doubled during this time.

In 1968-69 only:

- 609 students were retained in grade.
- 16,638 "F's" were assigned to students in grades 7-12. (not including final exam grades or final grades)
- 705 students in grades 7-12 were given 3,632 days of suspension from school. Other disciplinary actions were not counted.

Up to April 30 of this year:

- 1,218 students have been given 5,743 days of suspension from school.

A majority of students who remain in school are not achieving up to their potential and, in my opinion, do not remain in school because of a love of school.

Please check my sample questions again and see if you think they are real or imaginary, important or unimportant. Then ask yourselves whether present answers are satisfactory.

It is my conclusion that our answers are not satisfactory, and, for that reason, we propose a school for Research, Development, and Demonstration to make it possible for us to

1. find valid answers to our own important educational questions.
2. use those answers to move more quickly and responsibly toward our goals.

II. WHY IS THIS PROPOSAL MADE NOW? (Why not earlier?)

A. You assigned me, as of September 2, 1969, the responsibility of proposing a program of systematic research and experimentation in the school system.

B. The opportunity to build such a program "from scratch" exists at this time.

C. My personal experience and study have led me to the conclusion that this is most likely the only way to make our schools responsibly responsive to the needs of our students and our community.

In the course of my experience and study, I have had occasion to deal extensively with students, teachers, parents, interested citizens, legislators, government officials, etc., etc. It has taken time to gain the experience and to come to the conclusions which I am stating tonight. I believe they are sound, practical conclusions --- not ivory-tower conclusions. I reached most of them about a year and a half ago and researched them rather carefully this summer. The opportunity to present them came this fall.

I have detailed my experience in a footnote to this report only to indicate that I have given this present system a good "try" from several vantage points. I have viewed its workings from the inside at almost every level.

D. The preparation of a preliminary proposal to the U.S.O.E. for financial assistance with a portion of this program had to be in Washington on November 7 to be eligible for consideration.

III. WHY THE BOOKER SCHOOLS FOR THIS PROGRAM?

A. Use of the Booker Schools would allow the opportunity to start the program "from scratch" in good facilities. Present programs at Booker can be decentralized to neighborhood schools or moved to other central locations. Great care should be taken to preserve the good features of the program developed at the Orange Avenue Student Center. We will recommend a specific series of steps to be taken to achieve these ends to the satisfaction of students, parents, and staff members if you authorize us to proceed with this proposal. The same is true for the kindergarten.

* In Sarasota:

Two years as a senior high assistant principal, three years as a junior high principal, one year as a supervisor of English and data processing, one year as director of Secondary Education, and two years as Assistant Superintendent for Curriculum and Instruction.

Outside Sarasota:

Three years as teaching principal of a grade 1-9 school in Georgia, three years teaching high school and college-level courses in mathematics and electronics in the United States Air Force, and four years teaching and studying in graduate school.

B. This program can provide a good solution to many of the problems which have arisen out of our desegregation efforts if it is located on the Booker Campus.

IV. HOW DO WE PROPOSE TO START?

We propose to:

A. Prepare detailed short and long-range plans for operation and evaluation of this program as soon as the Board of Public Instruction gives the "OK".

B. Organize a "Headstart" through grade 6 program for approximately 1500 students to be opened in September, 1970.

C. Make this school a neighborhood school insofar as that is possible without segregating other schools in the county.

D. Obtain one-half to two-thirds of the student enrollment by districting --- the remainder through volunteer attendance.

E. Apply policy for districting and volunteer attendance to black and white students in the same manner.

For further details, see sample "Program Objectives" and "Program Activities" which are attached.

V. WHAT IS THE ULTIMATE PLAN?

In two or three years, we should have 3,000 students or more enrolled in this program. Several other schools might possibly be directly involved in the program.

"Ultimate" plans, and plans for next year, will be developed very carefully with the parents, pupils, and teachers who will be involved or affected by the program. At this time, we are asking permission to contact all the appropriate people and proceed with the plans --- beginning immediately.

I have asked, as you know, to be assigned the leadership of this program.

To give you a little more specific idea of the kind of program we are proposing, I am attaching the following rough sketch of objectives and activities, and a partial planning calendar.

JDS/bep
Attachment

PROGRAM OBJECTIVES

Our basic purpose may be simply stated: To cause each child who enrolls in public school to achieve up to his estimated maximum potential in all areas, and to remain in public school by choice until he is successfully employed or enrolled in a program of higher education.

Our detailed objectives, which will be stated in our formal proposal, will be in terms of specific student performance. The following are program objectives which will lead to the desired student performance. They are stated in such a way that progress toward their achievement can be measured.

1. To reduce absenteeism in the proposed school.

2. To cause the achievement of those children attending the new school to match their abilities.

3. To reduce the discipline problem, as evidenced by the reduction of the number of suspensions and other disciplinary actions in the school.

4. To identify those students who are potential dropouts through the utilization of a computerized informational center.

5. To develop programs, through experimental and research procedures, that can be utilized in other local schools, and that can be disseminated throughout the state and nation.

6. To demonstrate that programs can be developed for very young children (four years old and younger) which will be instrumental in preventing dropouts.

7. To place all students, according to their abilities and interests, into a program that will ensure their continuance in school.

8. To provide teachers with new materials applicable to the needs of the potential dropout.

9. To plan and operate all facets of the program so that the results will be directly correlated with the costs.

10. To determine how a concentrated effort, on one school campus, to make school relevant to the needs of the student can influence other schools in the same system.

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PROPOSED PROGRAM ACTIVITIES

1. STAFF DEVELOPMENT

A. Personal qualities desired, and proficiencies in specialty area necessary for each position will be defined. There will be a systematic screening and testing program to determine whether job applicants meet the standards for the respective positions.

B. The first year of employment for each staff member will be an in-service screening period used to determine systematically whether the person has the potential for effectiveness in this school.

C. There will be an extensive in-service program to develop and/or maintain effectiveness in this particular school.

D. There will be systematic evaluation of staff effectiveness and efficiency in achieving the objectives of the school.

2. PROGRAM DEVELOPMENT

A. Instructional objectives will be written in performance terms in all "domains".

B. Systematic evaluation of student achievement will be based on performance objectives.

C. Curriculum offerings will be comprehensive and relevant to student plans and capabilities.

D. Curriculum will be organized into short units intended for periods of approximately three months.

E. Instruction will be individually prescribed where appropriate.

F. Placement in the instructional program, and reward for performance, will be based on demonstrated proficiency --- not time spent in study.

G. Proficiency only --- not failure --- will be recorded for students.

H. Information about students will be obtained, recorded, and used to identify possibilities, not limitations, except where student health or safety might depend on staff knowing limitations.

I. School will contract to stay with a student until he is successfully placed in a job or a program of higher education.

3. SERVICES AND FACILITIES FOR INSTRUCTION

A. Student information will be provided through data processing facilities.

B. Continuous computer rescheduling services will be provided as needed.

C. Data processing services will be utilized to develop computer assisted instruction.

D. Data processing services will be utilized to provide cost analysis and other evaluative information for the entire program.

E. Closed-circuit and broadcast TV facilities will be used with live and taped program capability.

F. "Custom made" instructional materials will be produced "on the scene" when needed by teachers and students.

G. Mobile classrooms will be designed and used to make unique educational facilities in the area available for in-depth use by students and teachers.

H. A site (the Booker Campus) is available for this school. No capital outlay will be required for buildings except for minor remodeling.

4. ORGANIZATION AND MANAGEMENT

A. A key to the development of responsible responsiveness is, in my opinion, the re-definition and relocation of responsibility along the following lines.

(1) The responsibility of the Board of Public Instruction and central administration will include:

a. Approval of major purposes and procedures.

b. Agreement on specific short-range results to be obtained in all aspects of the program.

c. Approval of funds for obtaining the specified results.

d. Agreement on the "evidence" which will be used to judge the success or failure of each aspect of the program.

e. Dissemination of information about successful programs and practices.

f. Replacement of program leadership if objectives are not achieved.

(2) The responsibility of the school will include the development of policies, and the choice of procedures, organizational patterns, methods, and media necessary to obtain the desired results.

B. The school will be a headstart through grade twelve programs for 3000 students.

C. Staff functions and assignments will be differentiated as completely as possible from the beginning, and refined as the program operates.

D. Staff positions will not carry tenure.

E. The school will operate year-round.

F. Contracts will be awarded for full or part-time service and for various lengths of time, as necessary to get the best local or outside talent available to staff the school and to provide time for study and other school-related activities which are only available from outside the school.

G. A complete management information system will be developed with the help of Arthur D. Little, Inc. This will include systems for obtaining, storing, retrieving, and using information for planning, programming, budgeting, and evaluating all programs. The school will be organized to facilitate the effective gathering and use of information necessary to make it responsibly responsive to the needs of its "clients".

5. DEVELOPMENT AND MAINTENANCE OF COMMUNITY SUPPORT

A. Representatives of local newspapers, and radio and television stations, will be asked to participate in the planning and publicizing of this program.

B. The School Board's Public Information Officer, Mrs. Margaret Woodsmall, has participated in selecting and organizing the Citizens' Advisory Committee, and will continue to participate in the program.

C. The Citizens' Advisory Committee will represent the community in planning the program.

D. A small steering committee from the Citizens' Advisory Committee will be formed to provide continuing advice and assistance after the program is underway.

E. Clear concise information about the results obtained by the program will be given regularly to parents, teachers, pupils, Board members, and, as appropriate, to the press.

- 13 -

PLANNING CALENDAR

TIME PERIOD	TASK	PERSON/S RESPONSIBLE
Nov. 25 to	A. Obtain Board of Public Instruction approval to proceed with plans.	Strickland
	B. Consult with Arthur D. Little, Inc. about time table, organization, procedure, etc. for planning.	Strickland
	C. Distribute copies of preliminary proposal, and hold meetings with appropriate staff and citizens' groups.	Strickland
	D. Meet with Florida Department of Education officials to get support and assistance for planning and for obtaining necessary changes or waivers in school law and/or regulation.	Strickland
	E. Meet with Florida Desegregation Consulting Center officials to discuss implications of this plan for desegregation.	Strickland
	F. Get preliminary publicity and public response.	Mrs. Woodsmall
	G. Employ staff necessary for detailed planning (2 or 3 people).	Strickland
	H. Make tentative identification of student population.	Staff
	I. Prepare, for the Board of Public Instruction approval, written statements of basic assumptions --→ principles --→ objectives --→ evaluative criteria --→ and procedures for the establishment, operation, and evaluation of this program.	Strickland
	J. Meet with those who will be interested in, or affected by, the program	Strickland and Staff

PLANNING CALENDAR

TIME PERIOD	TASK	PERSON/S RESPONSIBLE
Dec. 20	K. Prepare job descriptions, organizational chart, salary schedules, recruitment and selection procedures, and evaluation system.	Staff, Staff Development Office, and Consultant help
Dec. 20 to	L. Begin recruiting staff for employment between March and June.	Staff and Personnel Office
	M. Prepare tentative budget for Board of Public Instruction approval.	Staff
	N. Get more detailed publicity and public response.	Mrs. Woodsmall
	O. Make firm decision, for Board of Public Instruction approval, on student population for 1970-71.	Staff, Pupil Personnel Office and Transportation
	P. Make plans for transportation, data processing, and other central services.	Staff, Data Processing, Business Services, Transportation, and Consultants
	Q. Meet with parents to explain program.	Strickland
Jan. 20 to	R. Make recommendations for building needs --- mobile classrooms, remodeling, etc.	Strickland Mr. Riddoch Mr. Glasgow Consultants
March 1 to		
May 1 to		
July 1 to	TO BE COMPLETED AFTER CHRISTMAS HOLIDAYS	
Sept. 8		

Attachment
#6

IN THE DISTRICT COURT OF THE UNITED STATES
FOR THE MIDDLE DISTRICT OF FLORIDA
TAMPA DIVISION

MAXINE MAYS, et al.,	:	
	:	
Plaintiffs,	:	
	:	
-vs-	:	No. 4242-Civil-Tampa
	:	
SARASOTA COUNTY BOARD OF PUBLIC INSTRUCTION, et al.,	:	
	:	
Defendants.	:	

29 June 1970

At Tampa, Florida

Before HON. BEN KRENTZMAN, Judge

REPORT OF HEARING UPON

DEFENDANTS' AMENDED PLAN FOR DESEGREGATION

FILED MAY 27, 1970

EDWARD R. MACK, Official Reporter
320 Post Office Building
Tampa, Florida 33601

A P P E A R A N C E S

For the Plaintiffs -

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For the Defendants -

RICHARD W. COCKEY, Esq.
10 South Adams Drive
P. O. Box 2167
Sarasota, Florida 33578

P R O C E E D I N G S

THE COURT: Good morning, gentlemen and young lady.

I held this in the courtroom because I never know, in these matters, how many people we will have; and if we have - - - as we don't appear to have, except for the young lady who apparently is the daughter of Mr. Cooney - - - and we are glad to have you - - - we don't have any persons present, other than affected persons such as staff members - - - but I am interested in preserving the dignity of the Court to the extent that I can.

Now, this is number 4242-Civil-Tampa, and it is set this morning for hearing on an amended plan filed by the Defendant School Board.

The plan is fairly self-explanatory.

I appreciate, Mr. Sanderlin, your presence on behalf of the Plaintiffs, and would ask if you want to take any testimony or ask any questions of affected parties concerning it; and, if you do, I am sure they would be glad to answer them and I would be glad to require them to do this.

45-619 O - 75 - 6

MR. SANDERLIN: It is my understanding that the Defendants will be putting on some testimony and perhaps at that time I might have some questions. Not now.

THE COURT: All right. That is perhaps the better way to go.

I would say that I want to understand it and I think I do understand it; but I certainly know that you want me to be sure I do and you want to make a record to the extent that you think it is necessary.

So, Mr. Cooney, suppose you proceed on that basis.

MR. COONEY: Thank you, Your Honor. I don't want to burden the Court.

THE COURT: Well, now, let me say this. I perhaps gave the wrong impression.

It is not a "burden". This is a privilege to hear this, and I have actually set aside all morning. I don't think you are going to need that much, but, if you do, we will certainly take it and there is no problem about that.

I am not under any compulsion to do anything else at the moment.

MR. COONEY: I would like to call Mr. Strickland.

THE COURT: All right. Come forward, please, Mr. Strickland.

THEREUPON,

JERALD D. STRICKLAND,

produced and sworn as a material witness on behalf of Defendants, testified as follows:

DIRECT EXAMINATION

BY MR. COONEY:

Q Please state your name.

A Jerald D. Strickland.

Q Are you employed by the School Board of Sarasota County?

A Yes, sir.

Q What is your title?

A Assistant Superintendent for Curriculum And Instruction.

Q Have you been on a special assignment since September, 1969?

A Yes.

Q What was this assignment?

A In part, at least, to propose a program of systematic research and experimentation for the school system.

Q Have you made your proposal to the Board?

A Yes.

Q Was it officially adopted by the Board?

A Yes. On May 5, 1970.

Q What is the academic concept of the proposed school?

A Very briefly stated, the school - - - Booker-Bay Haven - - - will be a school for research and demonstration for the Sarasota County School System.

It will operate under ordinary public school conditions. That is, it will have a heterogeneous student body.

It will have regular school facilities.

And it will have no unusual financing for the operation of the school.

However, the staff of the school will have some unusual freedom to select methods, materials, and organizational patterns to be used.

With this freedom they will have to assume full responsibility for obtaining specified results in student achievement and behavior.

The main goal is to find ways to make a school more responsive to its students and to the community.

We will find ways to cause each child to achieve up to his potential in all areas and to remain in

school by choice until he is either successfully employed or enrolled in higher education.

The curriculum for the school will be comprehensive.

There will be extensive evaluation and cost analysis.

Success will be measured in terms of student achievement and attitudes.

Q What grades will be included in this school for 1970 and 1971?

A Kindergarten through Grade 6.

Q How many students will be attending the school next year?

A About fifteen hundred, 1,527.

Q What school facilities will be used?

A The Booker campus in part and Bay Haven as a whole, operated as one school but it is in two locations.

Q Would you show the Court the location of the Booker and Bay Haven schools and its campus?

A They are about three-quarters of a mile apart as-the-crow-flies; the Booker School being here (indicating) and Bay Haven here (indicating).

Q Would you point out the area of Newtown from which the elementary students are assigned to the

outlying districts shown there?

A That is this small area right here (indicating).

This is divided into sub-districts for each of the elementary school areas.

Q As the school was originally conceived, was the Bay Haven facility included?

A No, not originally.

Q Why was the Booker campus chosen for the school?

A The Booker campus allowed the opportunity to start from scratch, so to speak, in good facilities.

The present program at Booker can be decentralized to neighborhood schools or to other central locations as desired.

Q Where will the Kindergarten program be housed next year under your proposal?

A In all of the elementary school locations in the County; in each separate school.

Q Where will Special Education be housed?

A The first five grades - - - Kindergarten through Grade 5 - - - will be located at Booker-Bay Haven at Gulf Gate; and at Gocio.

And Grades 6 through 12, at the Orange Avenue Student Center.

Q Mr. Strickland, you just spoke of the Orange

Avenue School.

Would you tell the Court, with reference to its name, where it is and what it is?

A Yes. The Orange Avenue Student Center is a part of the Booker campus. It was formerly Booker High School.

And it is the Junior-Senior High School buildings, presently housing the Special Education program for mentally retarted children.

Q Does the assignment of the Special Education represent a change in the plans as originally proposed and submitted to the Court as Exhibit A?

A Yes.

Q Why is this?

A Because, when the Board decided to retain the Osprey School, instead of closing it and sending its pupils to Gulf Gate, there was a surplus of classroom space and it was decided to put part of the Special Education program at Gulf Gate. But this had originally been proposed for the Tuttle School.

Then you have a sort of chain reaction from that as far as the student enrollments at the various buildings and so forth.

We had to take this into consideration when the change was made.

Q And in establishing your volunteer quota.

A Yes.

MR. COONEY: Your Honor, this booklet is a re-do of Exhibit A attached to the plan, and I would like to have this marked as Defendant's Exhibit 1 for identification.

(The instrument above-referenced was marked for identification Defendant's Exhibit 1)

MR. COONEY: This booklet contains all of the information that Exhibit A contains, except that it does make the changes in the volunteer quotas as a result of the Osprey change that Mr. Strickland just spoke of.

In all other respects, it is the same booklet but it is brought up-to-date and may be organized a little bit better than the first presentation was.

THE COURT: Let's see now. Do you have a copy of this now, Mr. Sanderlin?

MR. SANDERLIN: Yes, I do.

THE COURT: Do you have any objection to its being received?

MR. SANDERLIN: I do not.

THE COURT: It will be received and made

a part of the evidence.

(Thereupon, Defendant's Exhibit 1 for identification was received and filed in evidence without objection)

BY MR. COONEY:

Q Mr. Strickland, is the Booker-Bay Haven, as proposed - - - is it proposed, in any degree, as an aid to achieving desegregation or achieving a unitary system in Sarasota County?

A No. The system was already in compliance there, I believe.

Q The School Board, Mr. Strickland, is operating under orders of this Court as far as the use of school facilities and districting are concerned.

Will the Booker-Bay Haven School affect the use of the facilities or districting as they existed during the 1969-70 school year?

A Yes.

Q How will the use of facilities be affected?

A The Board had previously proposed, and the Court approved, a plan to use Booker facilities for Special Education and Kindergarten, as was mentioned already.

Under the new plan, the Booker facilities

will be used for a new Kindergarten through Grade 6 school.

Q What is the present capacity of the Booker-Bay Haven campuses?

A Approximately twenty-one hundred students.

Q You previously testified the program would start with fifteen hundred students.

How will the excess capacity be used?

A This is for the Special Education program that I mentioned a while ago. Grades 6 through 12.

Q Do you have any specific plans at this time for the school years beginning 1971-72 and 1972-73?

A Yes. For the first year we would propose to add the Junior High School grades. Grades 7 through 9.

Then, in 1972-73, the Senior High School grades.

Q And a redistricting will be required at that time?

A I am not sure that it will be a redistricting.

There will be, following from the same district. The number of students we now have.

Q Will the students that will be attending Booker-Bay Haven continue to go to that school?

A Yes.

Q So the Junior High School students now going

rom that same area to the Sarasota Junior High will be redistricted to that.

A Yes, that is correct. A redistricting in that sense.

Q Turning from facilities to districting, what redistricting is necessary for this plan?

Would you show the Court what changes?

A The changes necessary for the coming year?

Q Yes.

A The map that we have here is a map of the districts as they exist now; with the exception of the fact that this is too small to show all of the elementary school districts that are within the Newtown community.

Here we have the same map, but with the proposed changes.

You will notice here that the green line indicates the Bay Haven district. This whole area.

There are approximately 230 more pupils living in this area, when we have Kindergarten next year, than this school has capacity for. About 800 children and room for 570 here.

We have redistricted it so that now the Orange line that you see here would be the geographic district for Booker.

This is coming from Bay Haven.

And the small area here on the side of Tuttle would also be a part of the district for Booker.

So this area would be geographically districted for Booker School.

And the area here, inside the green line, would produce the 570 pupils for the Bay Haven School.

THE COURT: Show me again where the Booker School is?

THE WITNESS: The Booker School is right here (indicating); inside the small rectangle in the upper corner.

And this area follows the main road coming in, as you can see here.

The route coming from here is approximately the same as it is to go to Bay Haven.

So, geographically, it makes a logical division from which to obtain 230 students that we were talking about.

MR. COONEY: You may return to the stand.

THE COURT: Excuse me. Let's mark those.

The map on the left, as I look at it, is the existing boundary?

THE WITNESS: Yes.

THE COURT: Just markthat A - - - put an A on it.

MR. COONEY: The dates are in the lower left.

THE COURT: I see. Yes. I see. It says 1969-70 and then 1970-71 will be the new.

All right, thank you.

BY MR. COONEY:

Q Mr. Strickland, what will the transportation policy be for the school?

A The transportation policy is stated in this booklet on page 22.

It will be roughly the same as it is for any other school in the County.

Those students who live within two miles of the school will provide their own transportation.

Those who live beyond will be provided transportation.

Q Will most of the children assigned to the Bay Haven campus walk to school?

A Most of them, yes.

Q And what about the Booker campus?

A Most of the children coming to that school will be transported.

Q As a result of the districting only, and not volunteering, what is the ratio of black to white

students on these two campuses?

A The ratio is about one-to-four.

Q Explain to the Court the volunteer plan.

A Basically we have the volunteer plan because to try to district the Black students to the school would require the redistricting of that entire area that is now the Booker Elementary School, that has all the small districts for other schools.

We would have to redistrict that so that there would be a massive transfer of students between schools but not to Booker.

There was room - - - to maintain the ratio that I was talking about just now - - - there was room for about 166 additional Black students to attend Booker School; and to obtain that 166 we would have to displace 250 other students in order to keep the ratios the same at the other schools.

So we allotted numbers of volunteers to each of the elementary school districts instead of trying to district the students to the school.

Q How many students will be involved in the volunteer program?

THE COURT: Or percentages of the total?

Don't I understand that a certain percentage will be districted in there?

THE WITNESS: Yes.

THE COURT: And then the remaining percentage would be open for volunteers?

THE WITNESS: That is correct.

THE COURT: And what are those percentages?

THE WITNESS: Out of the 1,570 students altogether in the school, about 950 or so would be districted.

The rest would be volunteer.

Just a little over 600.

BY MR. COONEY:

Q And of that number of volunteers, how many will be Black?

A About the same as the overall ratio. About twenty-five percent.

Q And in numbers, how many will this be?

A This would be 166, as I remember; something like that.

THE COURT: Well, without some super-imposed rule, how can you forecast what the comparative situation would be as between Black and Whites among volunteers?

THE WITNESS: We do have a super-imposed rule.

THE COURT: I know, but what is that?

THE WITNESS: We set quotas by school

and race.

THE COURT: All right.

THE WITNESS: For each of the Elementary Schools.

BY MR. COONEY:

Q Mr. Strickland, on that point, how are they fixed? And does the Exhibit marked number 1 contain those quotas for each school?

A Yes, there are charts in here which show, school by school, the number of Black children and White children that would make up the volunteer quotas and the number districted and where they come from.

Q And, when those volunteers are accepted, the ratio of Blacks to Whites will remain approximately the same?

A Approximately, yes.

Q Based on your studies and on the plan as proposed, is it your opinion that the districting and volunteer concept will assure that Booker School will not be re-segregated?

A Yes.

Q How many white children, of the 480 that are going to be needed for the volunteers, have already volunteered?

A My last count was last week, and it was

three hundred thirty something.

Q Do you expect to achieve the additional one hundred fifty that you might need?

A Yes. We achieved the number I just mentioned in a period of about three to four weeks.

Q How many Black children have volunteered?

A Two hundred seventy-four, I think is the number.

Q And you testified that you have places for 166.

A Yes.

Q How are you going to make your selection?

A We propose to keep the freedom-to-volunteer open for a time yet until we have surpluses in all of the areas, and then to select from grade levels and schools by chance. To simply draw from a hat, but to maintain quotas.

We have said from the beginning that we did not want to have a select student body picked by any means other than ordinary districting or a selection of this sort.

Q Mr. Strickland, you will recall that, when phase 3 of our de-segregation plan was about to be implemented last Fall, the Black community objected to the closing of the Amaryllis Park School.

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How many of the 900 students affected by that change have chosen to remain in those schools after a year's experience there?

A Over 600.

Q And the others, of course, are the ones that you have just testified - - -

A Yes.

Q Volunteered to go back to Booker?

A That is correct.

Q What will be the ratio of Black and White faculty?

A Ten percent Black or a little more.

We have not completely hired the faculty yet but it is at about that level.

Q How does this relate to the County's situation

A I believe it is very nearly the same at the Elementary Schools in the County.

Q Will your staff be integrated?

A Yes.

Q Will extracurricular activities be planned without regard to race or creed?

A Yes.

MR. COONEY: Your Honor, I think with this testimony we have given the Court the essential features of the plan as they affect

problems before you.

Unless you have other questions of Mr. Strickland, this is all I have of this witness.

THE COURT: All right. Thank you.

Mr. Sanderlin?

MR. SANDERLIN: Thank you, Your Honor. I just have a few.

CROSS EXAMINATION

BY MR. SANDERLIN:

Q Mr. Strickland, I believe I am not quite clear yet on how the students will be assigned.

You are saying first the districting of the students into the school.

A Right.

Q This is true for Black students as well as White students?

A Yes, there will be some of both districted to schools.

Q Now, how many of those will be districted; about what percentage will go in by districting?

A It is about two-thirds, I guess, of the total number; if that is what you mean.

Q Yes.

A Right.

Q Okay. Then you said the others by volunteers

and a number - - - you have already obtained a certain number of volunteers.

A Yes. We have a total number of over 600 volunteers. We already have a total number that is that large.

But we have surpluses - - - because we allowed quotas by schools - - - we have surpluses from some schools and we are under at others, and we want to hold that open, to give us a surplus everywhere to draw from.

Q That was a point of difference there: the surpluses.

A Yes.

Q I am not sure whether or not I am clear on the kind of school - - - this is not a situation where students are singled out for a special program, you are saying?

A That is correct. It is not a select student body, by any measure of ability or background, or anything of this sort.

We aimed at having a heterogeneous student body. All kinds of backgrounds, abilities, and so forth.

Q Okay. In terms of people volunteering for the schools, are you finding more of one kind?

Say, for instance - - -

A What did you say?

Q Usually in a program like this, you will have, say, bright kids and slow kids.

A Yes.

Q In terms of volunteers, is this running proportionately for each category of mental agility?

A I would say much more so than we thought.

When we first started out, there was some - - - seemed to be some public idea or understanding that this was to be a school for drop-outs; a school for problem children; something of this sort. And there was some concern that this would be the kind of students who would volunteer.

We have not been concerned particularly about whether that kind of student volunteers; in fact we would hope that he would. But there has not been a preponderance of one or another.

There are students who are academically talented and some who are way behind in their achievement.

There are all kinds of backgrounds that are represented in the actual names that we have on the list so far.

It has been a much better cross-section than I had expected that it would be, from the volunteers.

Q Well, now, in terms of staff; I think,

according to your report, you say that the staff will be hired according to proficiency in a given area desired to be taught in the school.

A To state that more accurately, I think, in line with our idea of a school for research and demonstration, we would like very carefully to test that procedure for employing people.

This is as opposed to the matter of simply accepting certification as the only requirement for teaching; the ability to demonstrate proficiency in an area of work would be an important thing here. And we include in that all the areas that are legitimate to deal with in school; not just the so-called academic area.

Q Well, will the staff be selected on a volunteer basis first?

A We are selecting only from applications, yes. If that is what you mean.

THE COURT: You are going to consider them from volunteers?

THE WITNESS: That is correct. Right. They are not being assigned to the school.

MR. SANDERLIN: Yes.

THE WITNESS: We did ask - - - Bay Haven had an existing faculty, as a regular school.

MR. SANDERLIN: Uh-huh.

THE WITNESS: And we asked that that school be included and we offered the faculty the opportunity to be assigned to Booker-Bay Haven; or to be transferred at a time when there were vacancies in the school system, they could be transferred. They elected to remain.

BY MR. SANDERLIN:

Q Okay. Now, I notice the first year would be a sort of probationary type thing for the teachers.

Is that probationary at this school? Or in the system?

A This is proposed for this school. And we are proposing for this school - - - as you can gather from this overall picture - - - we are proposing this school as a school for research and demonstration for the school system.

So, if the idea is workable here, we would hope that it would have effect on the system.

Q A new teacher coming into the system would come in through this route?

A That is correct. Coming into this school, yes.

Q Yes, uh-huh. Okay.

A This one year as opposed to what is supposed to be three years now, but a year with much more assistance and cooperation, I guess you would say - - - definition of responsibility - - - with the Teacher: so there is a year of rather intensive screening or in-service education or probation, whatever you want to call it. Rather than a three-year extended period which we now have.

THE COURT: Mr. Sanderlin, may I ask a question?

As I understand it, just from what you have said there, new teachers who come into the system at that school will have a different tenure period or probationary period than they would if they had gone into the regular school system?

THE WITNESS: That is what we are proposing.

THE COURT: Now, what about teachers who, say, have tenure in another school and volunteer and are accepted to serve at this school, but who, at the end of that year are found not to be suitable at that school?

Would they maintain their tenure and be able to go back into the school system generally?

THE WITNESS: Yes. As the policy now

stands, that would be correct.

THE COURT: They would not lose their tenure generally. They just wouldn't have it for that school.

THE WITNESS: That is correct. Technically speaking, they don't now have tenure for any school. It is with the County School system.

THE COURT: So that no teacher who now has tenure could lose the tenure in the system generally by going to this school?

THE WITNESS: That is correct.

MR. SANDERLIN: I believe that was the last question I wanted to ask.

All right, thank you.

THE WITNESS: Thank you.

MR. COONEY: I have no further questions.

THE COURT: All right, sir. You may step down.

MR. COONEY: I would like to call Mr. Basil White.

THEREUPON,

BASIL WHITE,

produced and sworn as a material witness on behalf of Defendants, testified as follows:

DIRECT EXAMINATION

BY MR. COONEY:

Q Please state your name.

A Basil White.

Q By whom are you employed?

A The Board Of Public Instruction, Sarasota County.

Q What is your title?

A Director of Public Personnel Services.

Q In this capacity, is one of your concerns the districting of students?

A Yes, sir.

Q Mr. White, you have heard the testimony of Mr. Strickland regarding the redistricting required to create the Booker-Day Haven School.

Do you concur with his testimony as it regards district lines; the number of students attending these two campuses; and the ratio of Black and White students?

A Yes, sir.

Q A second part of the Board's amended plan

concerns the Osprey School district.

Describe briefly what the Court's Order of January 29, 1970, required regarding Osprey?

A I' required the Osprey School to be closed and its students sent to Gulf Gate.

Q What action has the Board taken regarding the Osprey School?

A They decided to retain the school for the 1970-71 school year.

Q What was your recommendation concerning the student population at Osprey?

A Ask that again, please?

Q What was your recommendation concerning the student population at Osprey; to bring that school into compliance and have an integrated student body?

A We recommended that the Black children in Nokomis School in the Fifth and Sixth Grades be assigned to the Osprey School.

Q How many Black students would be affected by this recommendation?

A There would be twelve.

Five Fifth Graders and seven Sixth Graders.

Q What would the ratio of Black and White students be after this change?

A At Nokomis, it would be about ten percent

Black; and at Osprey, about eight percent Black.

MR. COONEY: Your Honor, I have no further questions of Mr. White.

MR. SANDERLIN: I have no questions.

THE COURT: Now, this will be a question, the answer to which perhaps I ought to know; but, to refresh my recollection if I am supposed to know:

Where is the Nokomis School?

It is so far - - -

THE WITNESS: It is south.

THE COURT: - - - so far isolated that it is not on that map.

THE WITNESS: That is correct.

THE COURT: About how far away is it?

THE WITNESS: From here?

THE COURT: Show me where the Osprey School is.

THE WITNESS: Well, this is the Osprey district (indicating).

THE COURT: Yes.

THE WITNESS: The school would be way down here, off the map.

THE COURT: Well, about how far?

THE WITNESS: Sir?

THE COURT: Well, about how far off the map?

If you don't know - - - do you know about, as the crow would fly?

THE WITNESS: Well, from Gulf Gate to Osprey is about seven-and-a-half miles. From this school right here (indicating).

THE COURT: Yes, sir?

THE WITNESS: Seven-and-a-half.

THE COURT: But I thought you were bringing some students from Nokomis to Osprey.

THE WITNESS: Yes, sir.

THE COURT: And so how far is Nokomis from Osprey?

THE WITNESS: Oh, about five miles, I believe.

THE COURT: All right, thank you.

MR. COONEY: No further questions.

THE COURT: All right. Do you have any?

MR. SANDERLIN: No, sir.

THE COURT: Thank you, Mr. White.

MR. COONEY: I would like to call Dr. Thomas Guilford.

THEREUPON,

DR. THOMAS W. GUILFORD,

produced and sworn as a material witness on behalf of Defendants, testified as follows:

DIRECT EXAMINATION

BY MR. COONEY:

Q Please state your name.

A Thomas W. Guilford.

Q By whom and in what capacity are you employed?

A Employed by the Board Of Public Instruction, Sarasota County; and I am employed as Superintendent Of Schools.

Q You have heard Mr. White's testimony regarding the Osprey School.

Do you have an opinion as to whether or not the academic program would or would not be strengthened by the addition of the Black students to Osprey?

A It would be strengthened to some extent.

By this I mean at the present time we only have enough students in Grades 4, 5, and 6 - - - and especially in 5 and 6 - - - where we have to join them together with children in two grades in one room.

By adding these, it will make it just about right. There will be about twenty-five or twenty-six

in each grade; the Fifth and Sixth.

THE COURT: You have a separate teacher for each grade?

THE WITNESS: Yes.

BY MR. COONEY:

Q You have heard Mr. Strickland's testimony regarding the Booker-Bay Haven School.

Would you please tell the Court your opinion concerning the educational aspects of this program?

A In my opinion, this is going to be one of the better plans or methods of instruction that I have ever had any part in; and I haven't had so much a part in this except that I am just as interested as anyone else.

I believe, because of the organizational structure and the methods of teaching that will be carried on in this school, that not only will it be beneficial in experimentation and demonstration, but I think students who will be there, from September of this year right on, will have superior teaching to what has been going on in most of the other schools.

MR. COONEY: That is all, Your Honor.

THE COURT: Mr. Sanderlin?

MR. SANDERLIN: I have no questions.

THE COURT: Thank you, Doctor. You

may step down.

MR. COONEY: Your Honor, that concludes the testimony that we wish to offer.

THE COURT: All right, sir.

Mr. Sanderlin, do you have anything?

MR. SANDERLIN: I have nothing further.

THE COURT: All right. Does either of you have anything further that you would like to say to the Court?

MR. COONEY: No, Your Honor.

THE COURT: Mr. Sanderlin, do you - - - I think I am entitled to know - - - do you have objection to this proposed plan?

MR. SANDERLIN: No, we don't, Your Honor.

The Plaintiffs have examined the plan and we feel that it is one that we are in accord with.

THE COURT: Yes. All right.

Well, the Court will and does approve the proposed plan and is glad to do so.

I have indicated on several occasions, and do again, that, as the Fifth Circuit Court Of Appeals has said and as, I believe, the Supreme Court of the United States has said, the sooner the Courts can leave the administration

of schools to School Boards, the better it will be for the Courts and for the School Boards. And, if there were more School Boards like Sarasota County's, there would be sooner accomplishment of that very desired result.

I find that the proposed changes do not adversely affect the required desegregation in the system as a whole. The system as a whole will still be a unitary system.

It is my personal view that the Courts - - - each Judge may have some ideas about what proper education should be and what quality education is, I don't know of many Judges - - - and I am not - - - who, by training or profession, are qualified to say; and, therefore, I don't think that I ought to evidence any opinion as a Judge.

I can't restrain myself from saying that, from what I know about schools and from what I find from this program, that this is bound to have a good effect on the educational opportunities.

My only comment, and it is not a concern, is that it may have the effect of draining some highly motivated and capable people away

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from the other portion of the school system; but I don't think that that is such a serious problem - - - the whole thing, as far as that goes, is related to matters beyond the Court's scope, and it could just have the effect of so motivating all the rest of the teachers that the total effect would be good.

But, in any event, there is nothing detrimental about that. It is just a comment as to what may happen.

It sounds so exciting and so forward-reaching a program that a great many - - - if I were a teacher, put it that way, this would be something that would be very appealing to me.

Now, the Sarasota School Board has consistently fulfilled its duty, both in connection with providing - - - well, that is out of my realm - - - I was about to say "In providing good education", but, there again, this is my personal view.

My view as a Judge is that the Sarasota County School Board, the Board Of Public Instruction of Sarasota County, Florida, has in my view - - - as I have publicly stated

before - - - made every effort to comply with the law with regard to desegregation and, at the same time, to give careful attention to the educational opportunities for all of its students and to continue to provide quality education.

I commend you. I commend the Chairman of the Board, and your Board.

I commend Dr. Guilford, Mr. Strickland, Mr. White, and all concerned.

And I commend your counsel, because I think this has to be a team effort. And you certainly have the kind of team that, from the standpoint of a Judge, it is a pleasure to work with you.

Now, the proposed plans will be approved, and I will use those words since they seem to have some particular value to the Defendants.

Is there anything else today?

MR. COONEY: No, Your Honor.

THE COURT: All right, sir.

Now, the Court is under an injunction to retain jurisdiction of cases of this type for the purpose of insuring that there will be a unitary system.

This case was begun in 1961; and it would appear that, at some time, this case would be completed, and I think we are fast approaching that time.

As a matter of practice, I believe it the better practice to retain jurisdiction. There is a change being proposed here which now will be put into effect.

Apparently every reasonable and professional effort has been made to determine the outcome, but even the best-laid plans sometimes don't result.

And I believe that if the Court does retain jurisdiction - - - not because it is of the opinion that this will detrimentally affect desegregation, but simply because it feels that it has that duty - - - until after these proposed changes have been in effect - - - and I am not going to require any reports, but I would allow the Plaintiffs an opportunity in this case, if the results do not appear to be what they were expected to be, to call it to the attention of the Court.

But, within a reasonable time after it has been in operation, if there is no suggestion

that a unitary system, which has been and is now and will be still in effect, has been detrimentally affected, I would think that the Court would then enter a Final Order in this case.

We hopefully have come to at least the point in Sarasota County where the School Board was in complete control of its school system.

Now, I think that this is a good example of the realization which all school boards should have; that, simply because a school system is under a Court Order for the purpose of insuring that its school system is a unitary one, that that does not relieve the School Board of its obligation to continually seek, within the framework of that Order or within the concept of that Order as an amendment might be required, to furnish good education to its pupils. And to continue to change as changing needs develop and as the art and science of education permits.

So I commend you for doing that and I think this is a good example of how you are doing that without detrimentally affecting the

desegregation. And I have done this very ineptly, but I want you to know that I do commend you and appreciate your efforts; and I will enter an Order approving the plan.

The Court will be in recess.

CERTIFICATE OF REPORTER

I hereby certify that the foregoing is a correct and complete report of the proceedings detailed therein, reported by me and transcribed under my supervision.

EDWARD R. MACK,

Official Reporter.

I N D E X

Defendants' Witnesses:

	Direct	Cross
Jerald D. Strickland	5	21
Basil White	28	
Dr. Thomas W. Guilford	32	

Defendants' Exhibits:

#	For Identification	In Evidence
1	10	11

Attachment #7

IN THE UNITED STATES DISTRICT COURT FOR THE MIDDLE DISTRICT OF FLORIDA TAMPA DIVISION

MAXINE MAYS, et al., *

Plaintiffs, *

vs. * No. 4242 Civ. T.

SARASOTA COUNTY BOARD OF PUBLIC INSTRUCTION, et al., *

Defendants *

ORDER

THIS CAUSE came on for consideration upon defendants' Amended Plan for Desegregation, filed May 27, 1970. A hearing thereon was held on June 29, 1970, at which evidence was received and counsel were heard.

At hearing counsel for plaintiffs announced he had no objection to the plan.

The Court finds that the Amended Plan will not substantially alter the extent of desegregation achieved in Sarasota County and is consistent with unitary operation. It is, therefore,

ORDERED and ADJUDGED:

1. Defendants' Amended Plan for Desegregation with regard to the Booker-Bay Haven project, as set forth in defendants' Exhibit 1, filed in evidence June 29, 1970, is hereby approved.

2. Defendants' Amended plan for desegregation with regard to the Osprey Elementary School, as set forth in Part B of the plan filed May 27, 1970, is hereby approved.

3. In all other respects the order of this Court of April 7, 1967 and January 29, 1970 are reaffirmed.

4. Jurisdiction is retained for such further proceedings and orders as may be necessary in this cause. On or after December 1, 1970, the Court will receive and consider a motion

to end its jurisdiction and dismiss this action. Green v. County School Board of New Kent County, 391, U.S. 430 (1968).

DONE and ORDERED at Tampa, Florida, this 29 day of June, 1970.

BEN KRENTZMAN
UNITED STATES DISTRICT JUDGE

Bold And Beautiful

There's a new and very good thing happening — or trying to happen — in the Sarasota County school system. There's a plan to narrow the gap between what a child is capable of getting out of school and what he or she actually gets.

The idea is to have teachers who want to teach helping youngsters to want to learn.

It's that simple — and revolutionary.

It's also facing some obstacles, the most serious of which may be a lot of State of Florida red tape and rigamarole that has to be dealt with before the Booker-Bay Haven project can open in the fall.

The new school also needs some more volunteer students.

Booker-Bay Haven will be a "research and demonstration" project. Teachers will be allowed, indeed encouraged, to search out new methods.

It will offer kindergarten through sixth grade only, this year. Junior high will be added next year, and high school the next.

The county school board and superintendent, in approving the project, expect to learn how our public schools can provide better education and resolve many of their present-day difficulties without increasing operating costs.

It's a test. And Jerald Strickland, who is going to be its principal teacher, is so convinced of what it can accomplish that he has not only persuaded the board to try it but he is leaving his headquarters job as top assistant to the county superintendent to go to Booker-Bay Haven.

For Strickland, and for a number of teachers who will be working with him at the school, it's not a new idea. The school board was asked several years ago to set up a school of this kind, but there was always too much that had to be done first. So last year, after court-ordered desegregation emptied what had been all-Negro classrooms at the Booker campus, Strickland suggested his proposed "demonstration" school could make the best possible use of the existing facilities.

Comes now the battle of the red tape. Locally, what needs to be done to get the new school started is being done. But there are state procedures and regulations — having to do with certification and accreditation and approved textbooks and such matters — that must be waived or modified if the school is going to work.

So it's off to Tallahassee, to persuade the educational experts there that with less bureaucratic control and with fewer arbitrary rules and more on-the-spot, in-the-classroom, on-the-scene decision-making, schools can do better.

Some people in authority welcome the experiment; others may see in it a threat to their positions in the educational superstructure. For Strickland doesn't hesitate to say that he wants to change a system that is top-heavy with **people telling teachers what and how much to teach.**

Some who have gotten to that top-heavy and better-paid level of the educational hierarchy are not going to welcome an attempt to do away with a lot of their jobs by giving the responsibilities back to each school and each teacher. And then to reward the latter on the basis of how well they perform — how well they handle increased responsibilities — instead of on the basis of how many hours they have spent taking education courses and how many years they have spent on the public school payroll.

Radical? Yes indeed. And promising.

The results, of course, cannot be guaranteed although those who are going into this new school project are betting their very good reputations that they can produce results. Taking a representative cross-section of the overall county school population (which is why they have opened the school to volunteer white students, since the new Booker-Bay Haven district embraces predominantly Negro neighborhoods), they expect to show that with purposeful teaching, in a school atmosphere designed to encourage students to open their minds and exercise their capabilities, they can get better results per tax dollar spent than in conventionally structured schools.

To do this, they are going to have to find solutions to problems that have been defying the best efforts of other educators.

For example, Sarasota's school operating costs per pupil have increased by two-thirds in recent years. Teachers are better paid. Disciplinary rules have also been stiffened and more strictly enforced. More effort has been directed toward policing attendance.

Yet during the same years the drop-out rate has gone up, there have been more failing marks handed out, there have been more unexcused absences from classes, and suspensions for disciplinary reasons have increased.

To point this out it not to suggest that the remedies tried have made matters worse. There is no telling, as Strickland observes, how much worse the record might be if the schools had just ignored their problems.

But it's also true, he quietly insists, that things haven't gotten better.

So he and a group of teachers who have all asked for assignment to Booker-Bay Haven want to try a different approach.

They are confident they can show results, and these will be measured and tested so the school board can determine how well they are producing. Which means, in this case, measuring how successfully they are closing the gap between pupil potential and pupil performance.

It's a beautiful plan. It needs and deserves help and cooperation every step of the way. All it can get.

Sarasota Herald-Tribune
Nov. 27, 1970

BOOKER-BAY HAVEN SCHOOL

REPORT #5

TO

THE SARASOTA COUNTY BOARD OF EDUCATION

August 18, 1970

==========

Booker-Bay Haven is no longer a proposal --- it is a school.

- There are 1500 students in Kindergarten through Grade 6. Over 600 of them have volunteered to attend from all over the county. There are seventy-one (71) Headstart students.

  All kinds of abilities and backgrounds are represented just as we had hoped they would be. We did not get too many children who are having severe difficulty with school. Neither did we refuse any child because he was having such difficulty.

  We did not cause any other school to be resegregated by our acceptance of volunteers.

  We have started a waiting list and will accept students from it, as openings occur, on a first-come first-served basis so long as our acceptance of students does not contribute to the resegregation of any school in the county.

  Many of our students have already been given a test called, An Assessment of Learning Potential. All will be given this test, a physical fitness test, and a physical examination (with parent assistance) in addition to the achievement and ability tests that are a part of the county testing program. Other special testing will be developed and/or selected as needed at school to complete our establishment of so-called "baseline data" on all pupils, and to measure our effectiveness and efficiency in achieving the specific objectives of the school.

- There are 128 staff members all but 47 of whom are on duty now preparing for the opening of school. This number includes everyone employed by the school. I believe we have an outstanding staff. Their response to the assignment we have undertaken has been excellent. We don't know <u>how to do</u> all that we have committed ourselves to do, but <u>we know we can do it</u>, and <u>we will do it</u>. Our main business is to find out how to do what must be done.

5 special staff positions are unfilled at this time either because we do not have qualified applicants or because we have decided to wait until we are absolutely certain that the jobs, as defined, should be filled.

- Housing has been worked out in a reasonable satisfactory way. We will occupy all of the Amaryllis Park building, the Booker Elementary building, and the Bay Haven building, plus the barracks at Bay Haven, and three portables at Booker Elementary. We will not house any regular classes at Orange Avenue this year, but we do hope to be able to use special facilities such as the auditorium, the gym, the shops, the home economic rooms, etc., on a limited basis.

  We hope to install an exemplary communications system this fall, and we expect to have all buildings air conditioned by next spring.

  Requests for remodeling and/or new facilities have not been made to date, because we want to be sure of the exact nature of the need before we make such requests. Some needs are now becoming apparent, and others will be obvious as we get underway. We will make careful plans with the students, the staff, and the community before major requests are made. I would like to point out, for whatever it is worth, that $143,000 for construction at Bay Haven this past year was not spent because of our decision to open the Booker-Bay Haven School.

  The main need that is apparent at this time is for space for small groups of children and teachers to meet and work. We are working with Mr. Riddoch and Mr. Glasgow on a possible solution to this problem.

- Spot maps have been made to show where our volunteer students live, and transportation plans will be worked out this week with Mr. Hightower.

- We have a regular budget for equipment and materials, the same as other schools. We placed no special budget requests, because we could not anticipate the exact needs before we had a student body and faculty. We are "in the hole" compared to other elementary schools with regard to such things as library books, science equipment, etc.

  We expect to work out and implement a new budgeting and accounting system. We have discussed our plans on the matter with the State Department of Education, Dr. Watson, Mr. Riddoch, and others. We have arranged to meet with a special consultant, Mr. Fred Manasse, to see whether he might be of assistance to us in this task.

- Plans for a school lunch program that is somewhat different from the present program have been discussed with Miss Bilger, Mr. Bills, and the state food service people.

- Before school begins, we will propose a contract which we wish to enter with you specifying some of the results we will obtain at Booker-Bay Havan. It will be a much more demanding contract than those we've heard so much about between business firms and school boards.

  The contract which we want to enter with the Board will be the basis on which performance contracts will be written with each staff member at school.

- The program at Booker-Bay Havan will include work in reading, writing, and the other language arts, mathematics, health (physical fitness, nutrition, etc.), science, social studies, languages, art, and music for all children.

- It is still our plan to prepare for the addition of the 7th, 8th, and 9th grades next year, and the 10th, 11th, and 12th grades in 1972-73.

JDS/bwp

Attachment # 10

IN THE UNITED STATES DISTRICT COURT FOR THE MIDDLE DISTRICT OF FLORIDA TAMPA DIVISION

MAXINE MAYS, et al.,	•	
Plaintiffs,	•	
vs.	•	No. 4242 Civ. T.
SARASOTA COUNTY BOARD OF PUBLIC INSTRUCTION, et al,	•	
Defendants	•	

FINAL ORDER

THIS CAUSE came before the Court upon consideration of the file. This case is an illuminating one in the area of school desegregation. The defendant Sarasota County Board of Public Instruction has consistently made efforts to comply with decisions of the Supreme Court of the United States and with orders of this court. A unitary school system has been in effect in Sarasota County at least since September, 1970. The Court previously indicated that it would consider a motion to end its jurisdiction and to dismiss this case by order entered June 29, 1970. Such a motion was filed on December 4, 1970, but the Court denied the motion in order that the plan adopted by the defendant school board could be evaluated in practice. By order entered August 23, 1971, the Court directed the parties to submit memoranda relative to whether or not this action should be dismissed.

The plaintiffs responded to the Court's order, agreeing to a dismissal of this action. The efforts of the defendants during the pendency of this action have been commendable. Plaintiffs' response to the August 23, 1971, order places proper prospective upon defendants' handling of this case:

> "Defendant Board has met its constitutional duty to disestablish its former dual school system in a prompt, honorable and responsible fashion that might well serve as a model for other Boards seeking to comply with federal court mandates."

The Court agrees with this conclusion. Vestiges of state imposed segregation have been removed from the operation of the public school system in Sarasota County. There is no evidence countering the conclusion that the unitary school system now established in Sarasota County has stabilized.

Difficulties encountered by other school systems in establishing a unitary system of public education might well have been avoided if the cooperative and responsible attitude displayed by the defendants in this action had been adopted. The Court agrees with plaintiffs and defendants that this action should be dismissed. Swann v. Charlotte-Mecklenburg Board of Education, 91 S.Ct.1267(1971); Green v. County School Board of New Kent County, 391 U.S.430 (1968).

The Court commends the actions and attitudes of all parties to this action and their respective counsel. Whereupon, it is

ORDERED and ADJUDGED:

Upon the Court's own motion and upon agreement of the parties, this action is hereby dismissed.

DONE and ORDERED at Tampa, Florida, this 3rd day of September, 1971.

BEN KRENTZMAN
UNITED STATES DISTRICT JUDGE

Booker-Bay Haven 'Barrier' Brought Down After Decade

Herald-Tribune Staff Writer

Students attending school at the Booker-Bay Haven School Monday morning were the first to see their school as it could have appeared more than a decade ago.

In a single day last week, the massive North Orange Avenue campus was transformed.

Where once drab and [illegible] fence, now less [illegible] but still [illegible] by more than [illegible] as a barrier between [illegible] and the [illegible] of a fortress.

The fence which surrounded the entire campus — [illegible] parking lot, muddy [illegible] open fields — was erected at the time federal [illegible] mandates were [illegible] state, and white students attended then all-black [illegible] High School for the [illegible].

"At the time they were [illegible]," said Dr. Elmar Harvin, president of the Sarasota [illegible] of the National Association for the Advancement of Colored People (NAACP). "The Negro community was told the fences were designed to protect students from the heavy traffic on Orange Avenue, and the school from vandalism."

Students were brought inside the fences when the buses rolled up to the school in the morning and the students boarded the buses inside the fence in the evening.

"Before the fences, there were armed officers," Harvin said. "There were advantages." Harvin conceded. "The ball didn't roll into the street."

But the black community rejected the official explanation when three strands of barbed wire were strung across the top of the fence.

"People were afraid of the symbolism," Harvin said. "The white community is now past that stage, and the school system has become the only integrated institution in Sarasota."

Harvin said Booker-Bay Haven Principal Teacher Arnold Strickland was instrumental in the fight to remove the fences. "He was forceful in his determination . . . without him they'd still be there," Harvin stated.

Strickland said a routine work order for the removal of the fence brought no results, but soon after the matter was brought directly to School Supt. Gene Pillot, the work began Strickland said.

"It was a good idea they did come down," said Pillot. "There is no more reason for that type of security. The problem is no greater there than at other places."

"It wasn't so much the fence itself," Strickland said. "as it was the symbol of something the school's philosophy had persistently fought."

Some children were ashamed to admit they attended Booker then, said Harvin, and others agreed. "It looked like a reform school," said one Booker graduate.

Where the fence is needed it will remain. Portions of the perimeter barrier around playgrounds and athletic fields will stay — but the barbed wire is gone.

Last Fall As Chain-Link Fence Awaits Workmen
. . . who removed the 7-foot barrier at Booker-Bay Haven Campus

2-B—Sarasota Herald-Tribune Friday, May 17, 1974

School Desegregation Ordered 20 Years Ago Today

By SALLY GLENDENNING
Herald-Tribune Staff Writer

Twenty years ago today the Supreme Court of the United States ruled against segregation in public schools.

In the "Brown vs. Board of Education" case, the Supreme Court decided that the old doctrine of "separate but equal" school facilities for white and black children was unconstitutional.

The Supreme Court decision was called "the most sweeping action since President Lincoln's proclamation."

Few persons at the time thought the ruling would have any effect on the public schools in Sarasota County. In fact, many citizens who had moved here from other parts of the country believed whites and blacks had always attended the same schools.

Before the local school system already was integrated.

Of the classes visited completely by the desegregated partners of school boards in Children always attended the neighborhood schools. In this case, it meant that black children in the Newtown area attended the Booker schools built for them. It also meant that black children were being transported by bus to the Booker schools far from their homes in the south county area.

Carl Strode, superintendent of the Sarasota County school system at that time, was quoted as saying the ruling "would have no immediate effect on the schools here."

Strode was right.

Not until two did the first attempt at school desegregation occur. Black children from the Venice-Nokomis area were bussed in a Laurel building called Nokomis North while white children attended Nokomis elementary. The school buildings were near the top division of a white principal. The black children were allowed to use the library and to participate in schedule activities at the main Nokomis school building, although they spent most of the time in the building assigned to them.

A few months later a desegregation suit against the county school system was filed, but nearly a year passed before the first hearing on the suit.

Bay Haven Elementary was renovated the following year without incident, and plans were made to integrate other schools.

After the first hearing on the desegregation suit was held, it was determined that school officials were proceeding in good faith with integration procedures. The effect was that school integration could be accomplished gradually, without the strict edicts handed down in some communities.

In October 1966, there were approximately 2,310 black pupils enrolled in the Sarasota County public schools. Twenty-seven per cent (638) of them attended predominantly white schools. The remaining 73 per cent (1,672) attended the all-black schools located on the Booker campus in Newtown.

No white children were enrolled in the Booker schools, although by 1967 the Booker faculty included 28 white teachers. Also one or two black teachers had been assigned to all of the predominantly white schools except for the small school at Englewood.

In 1968, a St. Petersburg law firm filed a motion in District Court requesting "further action" in connection with the original desegregation case. It was charged that the school board had fixed school boundaries to keep the maximum number of black children in the Booker schools. It was further charged that white children living within the Booker school boundaries were being assigned to other schools.

Booker High School was closed in 1966-67, and the same high school was closed the following year. In 1968 the Booker pupils in the elementary grades were reassigned to predominantly white schools throughout the county. The Booker schools were being used only for special classes at a time when all schools in the county were overcrowded.

Newtown residents began to complain that "all the busing was going one way" in Sarasota County. When they learned that school officials intended to move the elementary school from the Booker campus to Southside, they realized that Newtown was about to become a neighborhood without a school. The result was a school boycott by black students in May, 1969.

Many white persons in the community were sympathetic to the efforts made by the blacks in Newtown to keep their school.

Jerald D. Strickland was assistant superintendent for curriculum and instruction at the time. With others he formulated a new concept for a truly integrated school on the Booker campus. For the first time, white children would attend what had always been a school for blacks.

The Booker-Bay Haven school opened under Strickland's leadership in 1970. The first year's enrollment included youngsters from the prekindergarten Head Start program through the sixth grade. New grades were added until the school now includes the sixth grade, with plans for the 10th grade underway and hopes for a complete high school program if money is available.

Approximately half of the 2,000 children in the Booker-Bay Haven complex are "volunteers" who go there by choice rather than by assignment. The approximate ratio of 30 per cent blacks and 70 per cent whites has been maintained since the year the school opened.

The desegregation suit against the Sarasota County school system was finally dismissed by the time school opened in 1971. It brought to mind a remark made by one of the N.A.A.C.P. attorneys at the time of the initial hearing in 1962.

"We might better have spent the money bringing suit somewhere else," he said. "The school people in Sarasota county seem to be doing the best they can to bring about desegregation."

PROJECT SELF-RELIANCE --- "THE FARM"

Contrary to what the name seems to imply, the basic purpose for "The Farm" is not to teach modern agricultural methods or farming as a business. The primary, and perhaps unique, purpose for "The Farm" is to teach an old-fashioned quality called self-reliance. In the words of Ralph Waldo Emerson (from the essay "Self-Reliance"):

> "There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till. The power which resides in him is new in nature, and none but he knows what that is which he can do, nor does he know until he has tried."

"The Farm" would provide many opportunities for students of all ages to find out "what that is which (they) can do".

Several individual programs would make up the total operation called "The Farm". They would include: 1) the Self-Reliance Program, 2) The Camping and Related Ecology Program, 3) The Survival Training Program, 4) The Nature Study Program (Short Field Trips), and 5) The Ecology and Conservation Program.

In the Self-Reliance Program, attention would be drawn to the simpler more basic elements of life by eliminating the reliance on modern conveniences such as electricity, gasoline-operated machines, plumbing, etc. With elimination of the conveniences upon which we have become dependent, other options will have to be considered for performing the basic tasks of day-to-day living. Students will learn that life can be enjoyable and fulfilling without modern technology, and that all is not lost if there is gas rationing or shortages in what have come to be considered "necessities" of everyday life. Whatever buildings there are would be built by hand. There would be farming to produce food and income. The only modern conveniences would be contained in mobile classrooms which would travel to and from "The Farm", and in a permanent home for full-time staff at "The Farm". This home would be built by students and staff, and in addition to housing full-time staff, it would provide access to any "conveniences" which might be needed should any emergency arise.

Perhaps a one-month period of time would comprise a basic exposure to, and experience with, self-reliance training. Certain students would be there for longer periods of time. Academic education would continue, enhanced, during self-reliance training.

Another use of "The Farm" would be camping and related ecology programs through field studies in biology, horticulture, geology, etc., by science classes.

Another short-term program operated at "The Farm" would be "survival training", similar to some armed service programs and "Outward Bound" programs where students are provided with minimum equipment and taught to survive for three to five days with little else. Students would, of course, be accompanied by an advisor.

One-day nature study trips would also be a part of "The Farm" program with selected sites developed to maximize exposure to plant and animal life and keyed in with elementary and secondary science programs.

Long-term observation, experimentation, and study of environment, conservation, ecology, etc., would be carried on by science classes and students living on "The Farm".

The total property for this program should be large (400-600 acres) and include woods, water (stream, lake, etc.), and farmable land. It should be unimproved acreage. It should be leased, or donated, unless it is purchased to include a future school site.

Perhaps thirty to one hundred FTE students at a time would be engaged in the self-reliance program. With student advisors and a full-time faculty advisor/s, this would make a workable pupil/teacher ratio in terms of the jobs to be done within the self-reliance program. Teachers would accompany students in appropriate ways for the other programs.

This program should be less expensive to establish and operate than programs calling for modern buildings and equipment. In fact, it should pay for itself if properly operated for the purposes stated.

The farm programs should be available to all students in the school system. The local Family Services people should be approached to see if they would like to participate in the use and support of "The Farm".

JDS/bep
10-7-74

May 22, 1974

THE DOWNTOWN SCHOOL

AN EDUCATIONAL PROGRAM PROPOSED FOR THE SARASOTA COUNTY SCHOOLS

The Downtown School includes five basic programs which we propose to house in one centrally located facility in the downtown Sarasota area. These programs are as follows:

1) A Work Study Program
2) An Independent Study (tutorial/small group) Program
3) An Alienated Youth Program
4) A Dropout Assistance Program
5) An Applied Education Program

The logic for establishing and locating these programs in a downtown building should be apparent in the following brief descriptions of the programs.

1) WORK STUDY

Students in a work study program attend school for approximately half a school day and spend the remainder of the day on the job. Students in work study programs at the Downtown School would be close to their jobs and could work at any time during the school day. To handle work study programs, there would have to be offices for work study coordinators, and one or two small meeting rooms for a basic instructional program. With the installation of a satellite TV program, some of the basic subjects would be taught via television. These classes would be small, and would be taught whenever they fit the work schedules of the students. There would never be a large number of work study students at the Downtown School at any one time.

2) INDEPENDENT STUDY

Another aspect of the Downtown School is enrichment for the mature, advanced student. The building's central location would provide access to government offices, records, and facilities, and to the courts, as well as to business and civic activities, and many other rich sources of firsthand information for independent study projects. Students on independent study would have exhibited the maturity to handle such tasks, and would work with advisors on location, touching base at the Downtown School. To handle this program, a limited study area would have to be available with common types of reference materials (dictionaries, atlases, etc.) and some typewriters, as well as seminar rooms. Some limited production facilities would have to exist such as a ditto or mimeograph machine for reproducing projects.

3) ALIENATED YOUTH

The Alienated Youth Program would be one "outreach" program for the Downtown School. This program would seek to bring in students who have literally dropped out of school, and return them to a modified school environment at the Downtown School. Advisors for Alienated Youth would be skilled in "rapping" with young people. In the language of the students, they would help students to "get their heads together". To handle Alienated Youth, counseling rooms would be necessary as well as an informal recreational room or a lounge area. Classes for Alienated Youth would be very small, and after a "re-entry" phase, possibly lasting as long as two to four weeks, the student would come into a regular program for which the school system would collect FTE funds, thus returning a source of income which is now lost with the lack of alternatives.

4) DROPOUT ASSISTANCE

This program is intended to help open up the options for students who cannot find interest in any of the alternatives available in school, and who desire to leave school. A coordinator actually would help the student find employment and drop out of school, i.e., help him do what he believes he wants to do. Many students are negative about school, and leave it, only to find themselves in "dead end" jobs, realizing that the loss of friends and the lack of a high school education are real handicaps. Even with this realization, they often find it difficult to return to school to "face the music" and all the "I told you so's". The Dropout Assistance Program would make it easier to return to school for youth who have "experimented" with an option which was not viable. The ultimate purpose of the Dropout Assistance Program is to make sure everyone has a chance to find out for himself that a high school education is important, and to make sure no one misses that education because he dropped out and could not drop in again. This program would not involve classes or group meetings.

5) APPLIED EDUCATION

The Applied Education Program would provide for all high school social studies students to be "cycled" to the Downtown School for a two to four weeks' period to observe and participate in civic, governmental, and business affairs. The closeness to businesses, to the Firehouse, the Police Department, the Courts, and other civic activities such as City and County Commission Meetings, School Board Meetings, Planning Meetings, etc., would present a live example of American representative government in action which can be heard, seen, touched, appreciated, and, perhaps, understood. What happens in the community is thus brought home to students who may have never cared or known about how things are done in their own communities. Just finding out what offices, records, services, and facilities are there is more than most citizens ever do, and would probably occupy most of the students' time at least the first time around. Seeing how it all works and how to take part in it is the real goal. These students would be "in the field" most of the time, and would meet in small groups as necessary at the Downtown School.

SUMMARY

These five programs, and perhaps others as they are created, should be much more effective and convenient and less expensive at the Downtown School than they could possibly be in the regular school setting. The effectiveness in reaching and teaching students, the convenience, and the lowered cost are the reasons for proposing the Downtown School.

Preliminary exploration has indicated that a desirable facility now exists in the community with approximately 6,000 square feet available at a reasonable cost. With a little remodeling and installation of furniture, the Downtown School can become an exciting reality as an alternative program for the County Schools. As many as 125 FTE students* from Booker-Bay Haven should be enrolled in the program in 1974-75. This would prevent a forced reorganization of Booker-Bay Haven, and would allow for normal growth without forced transfers from Booker to Bay Haven.

The Downtown School would operate in cooperation with the regular program and the Community School. It should be open at least 12 to 14 hours daily, and should be available to all eligible students in the county.

JDS/FWE/bep

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*A Full-Time Equivalent (FTE) student = 6 hours of attendance in an approved program during one day by one or more individual students.

Attachment
15

—Staff Photo by Jim Townsend

New Downtown School On S. Pineapple Avenue

8-25-74

'Downtown' Booker High Offers Unique And Creative Learning

By JILL CHAMBERLIN
Herald-Tribune Reporter

If you believe that education should be uniformly the same for each child, this school isn't for you.

This school, the Booker High School downtown campus is a six classroom storefront on Sarasota's South Pineapple Avenue.

It opens for the first time Monday. Any ninth or tenth grade student in the county is eligible to enroll in the Booker High program with the option of spending part of the school day learning and working at the downtown campus.

The downtown school, approved by the School Board this year, is operated under a lease agreement with the building's owner.

Jerald Strickland, principal teacher at the Booker Bay Haven school complex, will administer the high school program, with help from about six teachers at the downtown school.

According to Dennis Van Avery, young teacher: Students who attend the downtown school are going to have some different choices. The student will be able to take basic subjects in a very different way.

Courses in language arts, science, and social studies will be integrated. Work experience will be offered. Also special programs for groups of students will be initiated.

And the downtown school teachers hope they will have the opportunity to use the proximity of Sarasota's downtown area to the best advantage. Students will be able to attend meetings held by the city and county commissions, to observe judicial proceedings and other governmental functions in the area.

Scheduling for such a variety of high school programs is complex. Basically, a high school student who enrolls at Booker High School — which now offers grades one through ten — would have the option of participating in some aspect of the downtown school program.

About 150 to 200 students are expected to utilize the downtown facility when school opens — but not all at one time. Thus, the complex scheduling.

Strickland said, during a recent tour of the new school, he expects the maximum number of students at one time in the downtown school to be about 70.

4236

122

Attachment #16

Booker-Bay Expansion Plan On School Agenda

By MARK GUTSCHE
Herald-Tribune Reporter

The Sarasota County School Board tonight will be presented with a report recommending the board expand Booker-Bay Haven High School to include 11th grade for the 1975-76 school year and 12th grade for the following year.

Gerald Strickland, principal and teacher at the Newtown complex, is scheduled to make the report along with members of the Booker High School Committee at the board's 7:30 p.m. session at the County Administration Building.

The Booker-Bay Haven complex presently has grades K-10 and the 19-person committee instructed by Supt. Gene Pillot to study the possibility of expanding the high school has made nine recommendations during months of meetings.

Strickland said Monday the committee has "roughly" computed the cost of enough class space for 800 students — the maximum for the all-volunteer high school — $621,000 for buildings alone. The School Board already has begun the architectural selection process for the construction of 14 classrooms, a new kitchen and dining room and locker room for the campus.

The administration has set the cost of construction at $999,000. Although the board has not approved the expenditure, it is likely to authorize the high school construction in light of its recent decision to participate in an upcoming State Board of Education bond sale.

Tagged as "experimental," Booker-Bay Haven is the frequent subject of discussion by board members and has been under careful scrutiny since its inception by Strickland in 1970. The volunteer-attendance school was begun in the face of a court order to shut down the previously segregated facility.

Strickland said the committee recommendations run over the next three years and will result in 200 students in each of grades 9 through 12, to be composed of about 20 per cent black students and 80 per cent white students, or about the same racial balance now in effect.

With an expansion of the Downtown School, Strickland said it will be possible to expand to an 11th grade next year of about 100 to 125 students with present classrooms. The construction of the additions to present buildings then will proceed during the year should the board approve the plan.

Other recommendations include: keeping the high school all volunteer; maintaining exceptional children programs; expanding "small team" athletics; and expanding the program offerings to continue to lure students to the campus.

In other items on tonight's agenda, the board will:

— Hear a request for approval of policies and procedures for inservice education from Dr. Don Spivey, director of the new teacher-education center. The center was mandated by the state.

— Receive a presentation on a possible cooperative agreement between the Sarasota Historical Society and the board from Mrs. Doris Davis and Mrs. Andrew Sandegren.

— Act on approval of the 1974-75 Comprehensive Educational Plan as presented by Dr. Garth Yarnall, coordinator of planning.

— Receive a request for continuation of a Title III grant titled, Classroom Pre-Prevention and Treatment of Emotionally Disturbed."

— Be presented with a report on the food service operation from a financial viewpoint.

REGARDING THE FUTURE OF BOOKER HIGH SCHOOL

and

THE BOOKER-BAY HAVEN SCHOOLS

A REPORT

by

The Booker-Bay Haven High School
Planning Committee

Prepared at the Request

of

The Superintendent of Schools

for

The School Board of Sarasota County

Submitted: December 3, 1974 by

Mr. Wilmer C. Banks
Mr. James C. Brown
Mr. John C. M. des Islets
Miss Paula Grumbley
Dr. Henry C. Heusner
Mrs. Sharron Hicks
Mr. Saul Johnson
Mr. Jim Jordan
Mrs. Jonathan Lee
Mrs. Renard Lee
Mr. Radcliffe Morrill
Mr. David Niederpruem
Mr. John Henry Rivers
Mr. E. M. (Peter) Stults, III
Mr. Dennis Van Avery
Mrs. Paul Wiggins
Mr. Jerald D. Strickland, Chairman
Mrs. James Kennedy, Secretary

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(1) Messrs. Stults, Banks, Morrill, and Strickland prepared a memo to the High School Planning Committee, dated August 29, 1974, recommending the content and organization of the committee's final report. Both the committee and the Superintendent accepted the recommendation contained in the memo.

INTRODUCTION --- REASON FOR THE REPORT

On February 19, 1974, by unanimous vote, the School Board approved the addition of grade ten to the Booker-Bay Haven Schools. On May 7, 1974, also by unanimous vote, the following motion was passed:

> "There will be an eleventh grade at Booker-Bay Haven High School in 1975-76, and a twelfth grade the year thereafter, or both eleventh and twelfth grades in the same 1975-76 year, unless, by January, 1975, the School Board can publicly present data why the resources are not available."

To implement the School Board's decision, the Superintendent appointed a study committee and requested that they

> "assist the director of Booker-Bay Haven and the senior teacher of grades six and beyond to prepare data-based recommendations on the development of the high school."(2)

In addition, the Superintendent stated that

> "it is assumed that the character of the program of this high school will be significantly different from the other large comprehensive high schools in the county so as to truly provide an alternative to the community."(3)

Names of the committee members appear on the cover of this report. The Superintendent appointed the committee chairman, authorized a secretary for the group, indicated that the central office staff would be made available upon request, and made these three specific charges to the committee:

> "Identify realistic resources needed for 1974-75, 1975-76, 1976-77, and beyond. These needs should include: physical facilities, major equipment, and other capital outlay, staffing requiremunts and other operating expenses.
>
> Identify alternative sources to provide these needs.
>
> Evaluating the above data, recommend a basic plan of action and at least one alternative."(4)

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(2) From the Superintendent's memo of June 3, 1974, Re: "Summary of Agreements Reached as of May 14, 1974, Regarding Development of Booker-Bay Haven High School"

(3) Ibid.

(4) Ibid.

CONSIDERATIONS
RELATED TO THE COMMITTEE'S ASSIGNMENT

To give context and support for the response to our three "specific charges", we decided to include in our report this section on "considerations". In it, we make some basic points concerning 1) the K-8 program and facilities, 2) characteristics of the proposed high school student population, and 3) characteristics of the proposed high school program. All of these are points which had to be considered in formulating our recommendations.

1) THE K-8 PROGRAM AND FACILITIES

We have assumed:

- That the School Board is committed to maintaining, and providing for, a K-8 program at Booker-Bay Haven with approximately 200 pupils per grade, as originally proposed and approved.

- That approximately
  - .50% of the students would be volunteers.
  - .70% would be white.
  - .15% would be exceptional.
  - .35% would be economically "disadvantaged".
  - .That "functional equity" of facilities with other schools in the county is absolutely essential if Booker-Bay Haven is to maintain and provide for the population just described.
  - .That Bay Haven School should house approximately 475 pupils as a K-5 elementary school.
  - .That Booker North should house approximately 550 pupils as a K-5 elementary school.
  - .That Booker East should house approximately 275 pupils as a K-5 elementary school.
  - .That Booker South should house approximately 600 pupils as a 6-8 middle school, and should share specialized facilities with the high school.(4)

The Booker-Bay Haven program, at all levels, depends heavily on volunteer enrollment. We do not recommend a change in that policy (except to increase that dependence at the high school level, as you will see), but we call attention to the very important fact that volunteer enrollment can neither be obtained, nor held, with inferior programs or inferior facilities. "Functional equity" with the best of the county's facilities is a minimum requirement for Booker-Bay Haven. People won't send their children across town for something that merely equals what is available in the neighborhood. They must be offered something better or, at least, different, and we don't believe the school can offer a program that is better, or appropriately different, with inferior facilities.

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(4) Two hundred (200) pupils per grade for K-8 would be 1800 pupils. These figures add up to 1900, because we presently have 70 children in the Head Start Program, and we believe room must be provided for at least 100 children above the 200 per grade average at the primary level to provide a good base for maintaining the 200 average in the higher grades. Presently, there are people enrolling their children a year in advance for the kindergarten program.

The K-8 Program and Facilities (Continued)

We will recommend what we think it takes to provide functional equity of facilities for the K-8 program, and try to show the relationship between those recommendations and the high school recommendations. We will identify possible sources for the total amount. We will not deal with K-8 program matters, because that responsibility is not included in the charge to this committee.

2) CHARACTERISTICS OF THE PROPOSED HIGH SCHOOL POPULATION

We have studied the various proposals and decisions concerning a high school at Booker-Bay Haven. We find that many decisions concerning the size and nature of the population to be served have not been made officially. Although it was not our assignment to recommend particular decisions in this area, such decisions must be recommended and made before the program and facilities can be considered or developed sensibly.

We recommend the following size, organization, and kind of student population for the high school. We have based the rest of our report on the assumption that you will decide to accept these recommendations.

Generally, we recommend that the high school be integrated racially, economically, and academically, and that it maintain that integration by offering programs which will attract the students necessary for such integration from among those who do not find the programs they want at existing high schools. More specifically,

We recommend

- That the senior high school include grades 9-12.
- That the high school enrollment be maintained at an average of 200 pupils per grade level, (800 pupils) in a regular daytime program, or 300-350 pupils per grade (1200-1400 pupils), with the same facilities, in a year-round extended day program.
- That all high school students be volunteers, with preference given to students already enrolled in the Booker-Bay Haven Schools.
- That the high school population be 60-70 percent white.
- That economically "disadvantaged" students should make up at least 20 percent of the high school population.
- That exceptional children be enrolled at the high school, but that the percentage of students with emotional disturbances, and specific learning disabilities, not be allowed to exceed the average percentage in the county by more than 3 percent.
- That students who have unresolved disciplinary problems and other unfulfilled responsibilities at another school not be allowed to enroll until all obligations to the other school have been met.
- That a student who has voluntarily enrolled in the high school must remain at least nine (9) weeks before he can withdraw voluntarily to attend another local school, and may withdraw under these circumstances only at the end of a grading period.

We believe that students who need the kinds of programs being offered and/or proposed for Booker-Bay Haven live in northern Sarasota County in significantly greater numbers than we are proposing for any Booker-

Characteristics of the Proposed High School Population (Continued)

Bay Haven program. We believe, further, that it is very important to serve the needs of these students; that it can be done without unusual expense; that it can best be done at Booker-Bay Haven; and that it requires only the offering of the different programs, and the publicizing of the differences to all students in the county, in and out of school, who might be interested, to obtain the proposed enrollment.

3) CHARACTERISTICS OF THE PROPOSED HIGH SCHOOL PROGRAM

> "It is assumed that the character of the program of this high school will be significantly different from the other larger comprehensive high schools in the county so as to truly provide an alternative to the community."(5)

The committee has considered the various recommendations and assumptions, including the one quoted above, concerning a program for the high school. Although it was not our specific assignment to propose a program for the high school, we believe there are certain program characteristics which must be established before recommendations or decisions can be made about facilities, operational costs, etc. We, therefore, are making recommendations on those aspects of the program which have direct bearing on our specific assignment.

Even though the recommended program meets, and perhaps exceeds, the criteria set by the A.A.S.A. Education Research Service for being called an alternative school, we have purposely avoided the use of program labels proposed in other reports you have received. We have simply listed some important similarities and differences between the proposed Booker High School program and other high school programs.

We recommend that these basic aspects of a program be approved.

- That the high school be called simply Booker High School.
- That the Booker High School program be designed to prepare students for college and/or a job.
- That the Booker High School program meet the accreditation standards of the State of Florida and the Southern Association of Colleges and Schools.
- That Booker High School be a member of the Florida High School Activities Association.
- That the Booker High School curriculum be "significantly different" from the other high school programs in the county in these particular ways:
  - The basic Booker High School curriculum will have performance based requirements in communications, mathematics, and critical thinking skills, and in personal-social-political attitudes, skills, and responsibilities.
  - The basic Booker High School curriculum will place emphasis on performance skills, i.e., the ability

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(5) From the Superintendent's memo of June 3, 1974.

Characteristics of the Proposed High School Program (Continued)

to do something for day-to-day use, for remuneration, for recreation, and/or entertainment.

. Beyond the basic curriculum, the Booker High School program will offer the opportunity for concentrated, extensive study in these areas:

. Fine Arts --- Visual Arts, Music, Dance, Theater
. Literature, Languages, World Cultures (with emphasis on those represented in our community)
. Community Studies --- Government, Politics, Ecology/Environment, Demography, Economics, Social Psychology, etc., of the local community
. Media Production and Use --- TV, Cinematography, Radio, Press
. Practical Arts --- Prevocational offerings for Vocational-Technical School programs, and special offerings designed to find and develop artisans and skilled craftsmen in metalcraft, jewelry design, furniture and cabinet making, food preparation and service, clothing design and production, etc., etc.
. Physical Fitness, Recreation, Individual and Small Team Sports

. The basic Booker High School curriculum will not duplicate expensive specialized programs or facilities already available to all students in the county at the Vocational-Technical School or at the other high schools. These programs include advanced sciences, big team sports, advanced vocational studies, etc. Students who wish to call Booker "home", while taking advantage of specialized programs offered only at these other schools, may do so and be transported to the other programs for the appropriate portion of the day, and vice versa.

. That Booker High School methods, procedures, organization, facilities, atmosphere be significantly different from those (that) of other high schools in these particular ways:

. Booker will emphasize the advantages of a small school.
. There will be as little break as possible between grade levels.
. Grades 9-12 will be considered senior high school.
. Heavy emphasis will be placed on all methods, organizational arrangements, and facilities which lead to personalizing learning. Such methods, arrangements, and facilities include:

. Contract learning
. Independent study
. Tutoring
. Performance based credit
. Students-parents taking more responsibility for students' education
. Recording achievement and not recording failure
. No attendance or effort --- no credit, no school

Characteristics of the Proposed High School Program (Continued)

- . School contracting to place student in job or college
- . Cooperative studies
- . Encouragement of Work/Study programs of all kinds
- . Dropout assistance
- . Small teams or schools within schools
- . Extended day and year
- . Volunteer enrollment
- . Offering real experience in every possible area of study
- . Providing "laboratory" facilities rather than classrooms wherever possible; for example, shops, media studio, gym, athletic fields, fine arts studios, garden, nursery, home economics rooms, cafeterias, offices, job placement, a "downtown" school, a "farm", etc., etc.
- . Correspondence courses
- . Use of community facilities and resources
- . Television for home study and special school use
- . Providing ombudsman service through the community school for all students and members of the community

RESOURCES NEEDED

for 1974-75, 1975-76, 1976-77

I. Capital Improvements Costs

BUILDINGS AND SITES COSTS

Bay Haven (Hd.St. K-5)	1974-75	1975-76	1976-77	Totals
. Replace Windows	$11,200[7]			$11,200
. Install Partitions		$5,600		5,600
. Faculty Workrooms		8,000		8,000
. Renovation of Building and Site			$200,000	200,000
Sub total, Bay Haven	11,200	13,600	200,000	224,800
Booker East (K-5)				
. Media Center, Offices, Clinic, & Eating Area @ $9.00 per sq. ft.		73,000		73,000
. Carpet one-half of each room			4,000	4,000
Sub total, Booker East	- 0 -	73,000	4,000	77,000

[7] All costs are very rough estimates determined by Mr. Bayard, Mr. Fridy, and other appropriate facilities personnel, except for the $200,000 figure for Bay Haven remodeling which is Mr. Strickland's rough guess.

Capital Improvements Costs (Continued)

BUILDINGS AND SITES COSTS

Booker North (K-5)	1974-75	1975-76	1976-77	Totals
. Media Center Expansion		$22,400		$22,400
. Subdivide 3 rooms for special classes	$26,000			26,000
. Storage Space		5,600		5,600
. Floor and Ceiling treatment for temperature and sound control			$35,000	35,000
. Replace glass walls as was done at Booker East			90,000	90,000
Sub total, Booker North	26,000	28,000	125,000	179,000
Booker South (6-12)				
. Fine Arts Facility for grades 6-12		210,000		210,000
. Practical Arts Rooms for grades 9-12		70,000*		70,000
. Locker Room for grades 9-12		76,000*		76,000
. Renovation of Present Cafeteria, Offices, Science Rooms, Shops, Gym, and Media Studio for grades 6-12		75,000**		75,000
Sub total, Booker South	- 0 -	431,000	- 0 -	431,000
Booker-Bay Haven Overall				
. Site Drainage and Improvement		47,000		47,000
. Central Kitchen		200,000**		200,000
. All Purpose Rooms		160,000*		160,000
. Paving, Covered Walls, Outside Lighting, etc required for new construction		75,000**		75,000
Sub total, B-BH Overall	- 0 -	482,000	- 0 -	482,000
Total B-BH Buildings and Sites	$37,200	$1,027,600	$329,000	$1,393,800

MAJOR EQUIPMENT COSTS

Bay Haven	1974-75	1975-76	1976-77	Totals
Equipment costs included in costs of Building and Site additions. No others anticipated.	- 0 -	- 0 -	- 0 -	- 0 -
Booker East				
Same as Bay Haven	- 0 -	- 0 -	- 0 -	- 0 -

Capital Improvement Costs (Continued)

MAJOR EQUIPMENT COSTS

Booker North	1974-75	1975-76	1976-77	Totals
Same as Bay Haven	- 0 -	- 0 -	- 0 -	- 0 -
Booker South				
Same as Bay Haven except for purchase of 4 mobile classrooms		$140,000*		$140,000
Sub total, Booker South	- 0 -	140,000	- 0 -	140,000
B-BH Overall				
Media Equipment		25,000		25,000
Sub total, B-BH Overall	- 0 -	25,000	- 0 -	25,000
Total, Major Equipment	- 0 -	165,000	- 0 -	165,000
Total, Capital Improvement	$37,200	$1,192,600	$329,000	$1,558,800

*The items with a single asterisk are those which are needed solely because of the proposed high school addition. They total $446,000.

**The items with two asterisks should be charged half to present K-8 program and half to the High School. They total $350,000. The high school cost is $446,000 plus $175,000, or a total of $621,000.

Items with no asterisk are those which would be needed just as shown whether we have a high school or not.

This identifies the "realistic resources needed" for the capital improvements necessary to give Booker-Bay Haven "functional equity" with other county schools. We believe this equity to be essential if the school is to exist. We have not included all the schools' needs for capital improvements. We have specifically left out any item which can possibly be provided through local school initiative including such items as athletic and playground facilities which are standard at other schools, and a number of site improvements. We have also not included a full complement of regular classrooms for the student body we expect, nor have we included regular cafeterias, etc., as they exist at other schools.

The number of permanent conventional pupil stations we have proposed adding for a conventional daytime enrollment of 800 is 605. We will recommend the continued leasing of facilities, as you will see in the section on operating costs to make up a part of that difference. Other parts of the difference will be made up by different scheduling procedures.

We expect to try to obtain matching funds from a private source to complement what we have requested from public funds for the fine arts facilities.

Of the total amount shown, $937,000 is needed to provide functionally equal facilities for the existing K-8 program. $621,000 is the cost of capital improvements for the proposed High School program.

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Capital Improvement Costs (Continued)

4. Operating Costs (Staff, Materials, Maintenance, Transportation, etc.)

The K-8 Program

To provide the differences in program necessary for the K-8 program at Booker-Bay Haven to attract and hold its proposed enrollment, we recommend that, rather than allocating extra monies for operation, you adopt a plan for decentralizing present funds, along with appropriate authority and responsibility, to the school on a per-pupil basis. We understand that the administration of the school and the Superintendent consider this to be a workable arrangement, and that they are working on such a plan.

Transportation should be provided for this program in the same way that it is provided for the Vocational-Technical School, and the schools in the Sarasota County Student Center complex.

If, in the future, special funds become available and/or necessary for programs like those at Booker-Bay Haven, we recommend that you take whatever course of action is appropriate at that time. At present, we believe decentralization, as recommended, will provide the necessary support for Booker-Bay Haven operation.

The High School Program

The above recommendation applies to the high school, as well as to the K-8 program, once it is established, that is, when it has graduated at least one class. Until that time, we recommend that the high school be provided $50,000 per year to be used for planning and start-up costs for all proposed programs. This means a total cost of $100,000 for planning and implementation of all programs proposed. A breakdown of this expenditure is available.

5. Leasing Facilities

We strongly recommend that the "Downtown School" be maintained for county use. We believe that the concept of leasing such facilities is proving itself in several ways, including cost effectiveness.

We recommend that the present facility be expanded for the coming year by about 50%. We recommend this because we believe the concept is good, and because the space will be required for next year unless portable classrooms are available. We do not believe, at this time, that further expansion will be needed for the foreseeable future after next year, if all the proposed facilities are built for the high school. Further expansion of a Downtown School(s) should come only as participation by students from all over the county make that necessary.

Payment of rentals come from operating expense, and we understand the difficulty involved in obtaining the $30,000 to $40,000 dollars which might be required for leasing a Downtown School(s). We recommend that the School Board make a strong formal effort to get permission to use annual capital improvement allocations from the state for this purpose.

ALTERNATIVE SOURCES OF FUNDS

When this committee began its assignment, a major task was to find alternative sources of funds for a high school addition. However, as we now understand it, all the funds needed to do the work we have proposed can be obtained from presently identifiable sources without public referenda and without taking money from higher priority projects. We recommend the use of the presently available funds for the facilities and programs we have recommended.

RECOMMENDATIONS

Summary of Recommendations	Related Costs			
	1974-75	1975-76	1976-77	Total
1. That all recommendations made previously in this report regarding the student population and program at Booker-Bay Haven be acted upon immediately.	-	-	-	-
2. That a plan for decentralized budgeting and accounting by program, school, department, and function be obtained from the Superintendent in time to be studied and acted on by the Board before the end of March, 1975.	-	-	-	-
3. That facilities for the K-8 program at Booker-Bay Haven be upgraded to "functional equity" with other facilities in the county.	$37,200	$571,600	$329,000	$937,800
4. That grades eleven and twelve be added to Booker High School. . On May 7, 1974, the Board decided that grades eleven and twelve would be added one at a time or simultaneously "unless by January, 1975, the School Board can present data why the resources are not available". We are unable to provide the Board with such data.				
5. That the eleventh grade be added in 1975-76, and the twelfth grade in 1976-77. . We find no way to provide facilities or to do the planning necessary to add both the eleventh and				

Recommendations (Continued)

Summary of Recommendations	Related Costs			
	1974-75	1975-76	1976-77	Total
twelfth grades simultaneously in 1975-76. In addition, present tenth grade students wish to be the first graduating class.	-	-	-	-
6. That facilities necessary for the proposed high school population and program be provided as follows:				
. Expand Downtown School facilities by approximately 50% to help provide for grade eleven.	-	$10,000	-	$10,000
. New permanent facilities for the entire high school addition.	-	$621,000	-	$621,000
7. That a special allocation of operating funds be budgeted for planning and start-up expenses of the proposed new programs.	-	$50,000	$50,000	$100,000
8. That the Superintendent and/or School Board, at their earliest convenience, inform this committee of any further recommendations or information which they wish the committee to provide.				
9. That the School Board direct the administration of the school system and the Booker-Bay Haven schools to proceed immediately to implement all approved portions of this report, and allow the Booker-Bay Haven High School Planning Committee to continue in existance reporting annually to the Board on the speed and quality of the implementation of these plans.				

ACKNOWLEDGMENTS

The names of those who served officially on the committee are listed on the front of this report. They deserve very special credit and recognition for the work they have done and for the spirit in which they did it.

Others who also deserve the same recognition and credit are Dr. Irwin Eckhauser, Miss Kim Gaulrapp, Mrs. Joe Montgomery, Mr. John Poole, Mr. Scott Proffitt, Ms. Jo Rhodes, Mrs. Howard Rossmoore, and Miss Susan Washington who participated voluntarily in the work of the committee; and

Miss Laurie Meyers who typed and duplicated many sub-committee reports; and

Ms. Berneice Potter who typed, revised, corrected, and duplicated all draft and interim reports, as well as the final report.

SUPPLEMENTARY MATERIALS

available to support the official report.

1. Draft, interim, and sub-committee reports made in preparation for the official report.

2. All memos referred to in the report.

3. Programs of Studies, enrollment and staffing statistics (present and projected), building capacity statistics (present and projected), etc., etc.

4. Materials prepared for 1974 bond issue, and related materials prepared since the bond issue.

5. Proposed construction schedule for Booker-Bay Haven proposed additions.

6. List of construction projects being completed at Booker-Bay Haven by regular and adult students, and by Boosters.

7. Breakdown of the proposed $50,000 planning and start-up costs for 1975-76 and 1976-77.

8. List of names, addresses, phone numbers, and occupations of all who worked on the report.

bep
11-27-74

ATTACHMENT #18

BOOKER-BAY HAVEN ENROLLMENT

	Total Number Enrolled	Percent Black	Percent White	Percent Districted	Percent Volunteer
1970-71					
Booker (K-6)	877	30	70	33	67
Bay Haven (K-6)	560	25	75	100	0
Totals (K-6) *	1437	28	72	55	45
1971-72					
Booker (K-7)	1128	34	66	33	67
Bay Haven (K-5)	425	30	70	100	0
Totals (K-7)	1553	33	67	56	44
1972-73					
Booker (K-8)	1210	32	68	38	62
Bay Haven (K-5)	345	32	68	94	6
Totals (K-8)	1555	32	68	56	44
1973-74					
Booker (K-9)	1395	30	70	34	66
Bay Haven (K-5)	394	42	58	82	18
Totals (K-9)	1789	32	68	55	45
1974-75					
Booker (K-10)	1415	33	67	49	51
Bay Haven (K-5)	403	44	56	83	17
Totals (K-10)	1818	36	64	56	44

* 70 Headstart children enrolled at Bay Haven, but not included in this table, bring total Booker-Bay Haven enrollment to 1898.

Mr. STRICKLAND. The story of the Booker-Bay Haven School is about three things: racial integration, use of school buildings, and improvement of schools.

We have tried to make racial integration a two-way street. We have succeeded in making it at least a two-way voluntary busride, if not a two-way street.

We have gone beyond the requirements of the law, and haxe exceeded the expectations of some of the people, like John Rivers, who had reason to expect a great deal. All the schools are integrated, including the formerly all-black schools.

We have tried to make full use of all the buildings for legitimate school purposes—and we have succeeded in that also, except for 1 year between the "phasing out" of the all-black schools and the beginning of the Booker-Bay Haven schools.

We have tried to improve the quality of what goes on in school to make children want to learn and want to come to Booker-Bay Haven. Our only evidence of success in this effort is the fact that approximately 800 students come from other school districts to attend Booker-Bay Haven. The other 1,000-plus who live in the district can leave if they wish, but they are staying, obviously.

The body of our presentation is a simple chronology of our experience with the Booker-Bay Haven program. We have tried to cut away the educational and social philosophy and to present a factual history.

We have provided a number of supporting documents, including court orders, newspaper clippings, charts of statistics, and program proposals/descriptions, which we hope will be useful for anyone who might have a particular interest in our experience.

On April 7, 1967, the U.S. district court in Tampa ordered Sarasota County schools to increase the speed of school integration by phasing out its all-black school complex in three steps.

Booker Senior High School, grades 10, 11, and 12, ceased to exist at the end of the 1966–67 school year. Its students were transported to other senior high schools in the county. No unusual controversy accompanied this particular action.

Booker Junior High School closed at the end of the 1967–68 school year, and its students were transported to other county schools. The Booker High School building, which had housed about 750 students, grades 7 to 12, was now vacant.

During the summer of 1968, fences were erected around the building, and in the fall a school for educable mentally retarded children was established there. The name of the school became the Orange Avenue Student Center.

The Booker and Amaryllis Park Elementary Schools, on the same campus, were scheduled to close at the end of the 1968–69 school year, and the 900 students were to be transported to other elementary schools in the county. However, during that year, two important problems developed:

Dissatisfaction with the integration of the junior and senior high schools, and still stronger dissatisfaction with the planned use of the three buildings on the Booker campus.

These problems led to formation of committees, proposed delays in the implementation of the court order, administrative proposals, et cetera, et cetera. It was an administrative recommendation, to move

the 12-classroom Amaryllis Park building to another campus in an all white neighborhood, which sparked a school boycott by black students in May 1969.

The administration, the school board, and an ad hoc citizens committee were unable to agree on a satisfactory solution to the overall problem. However, they did agree not to move the building.

The boycott was ended, and the final phase of desegregation was implemented as 900 elementary school children were transferred to other schools in the county.

During the 1969–70 school year, there was no regular school program on the Booker campus. There was a small countywide voluntary kindergarten, and the exceptional child program already mentioned.

Many classrooms were empty. In addition to all the obvious problems related to this situation, it so happened that the county had passed a bond issue to improve and expand school buildings and, because of the uncertainty of the Booker future, the buildings which Booker-Bay Haven were to use later were not improved. They are still below county standards, but relief is now scheduled.

The situation in September 1969: The schools were desegregated. The Booker campus was partially vacant. Chain-link fences with barbed wire enclosed the former Booker High School.

The name had been changed to the Orange Avenue Student Center. Bay Haven Elementary School, a mile away, was overcrowded.

The title of this next section of our report is "A Prize School" with some question marks. In November 1969, the administration proposed to make Booker a school for research, development, and demonstration, with an integrated student body made up of districted and volunteer students.

In May 1970, after many, many meetings with parents, committees of citizens, the State department of education, the courts, the school board, and many others, the final proposal, which now included Bay Haven, was approved by the school board.

By the way, it was said by everyone with whom we met that this could not be done, that white people would not voluntarily send their children to Booker. But we chose not to take the word of the experts and, instead, held meetings with parents. Several of us held 120 meetings, I guess, with citizens, parents who had children in school, and at each meeting, at the end of the meeting, we asked them to fill out a card indicating whether they approved of the idea and whether they would send their children.

As a result, we find that the people did not agree with the official assessment of their attitudes. They were willing to listen, and they were willing to support, and they did come.

Following the school board's approval of the report, several important events occurred: The Booker-Bay Haven plan was presented to the U.S. district court, and received a most gratifying response from Judge Krentzman. The Sarasota Herald Tribune ran a Sunday editorial on the proposed school called "Bold and Beautiful."

School opened in September 1970, with 1,437 students who were 55 percent districted and 45 percent volunteers from other districts; 72 percent white and 28 percent black, and who filled the buildings.

We promised to deal in facts rather than philosophy or opinion, and so we must forgo reporting the dozens of newspaper articles, school

board reports, State department of education communiques, meetings with parents, students, boosters, et cetera, and report only:

(1) The court issued its final report on September 3, 1971, and Sarasota County became one of the first school systems to be released from court supervision, because it had gone above and beyond the requirements of the law.

(2) The fences came down in October 1971, when the Booker-Bay Haven program began use of the old Booker High School building.

(3) Booker-Bay Haven has added one grade each year, and has grown to an enrollment of 1,818, plus 70 Head Start youngsters. The volunteer and districted student percentages remain approximately the same as at the beginning.

(4) Sarasota County and Booker-Bay Haven are given some credit for doing an above average job in integrating the county's schools.

(5) The senior high school grades and several related new programs—for example, the downtown school and the farm—are being added to the present program.

(6) Expansion and improvement of the buildings is scheduled.

(7) We are appearing before a subcommittee of the U.S. Senate to see whether our Government and our school might be of further benefit to each other.

It is our considered opinion that local governments should be encouraged to take the initiative in resolving local problems, and realizing local potential for cooperation and achievement.

I get concerned sometimes about our talking only of problems. I think we have a great deal of possibility, not just problems, but we do not really get together to talk too much about possibilities and the capacity for improvement.

The Federal Government could offer that encouragement by being responsibly responsive to the legitimate needs of State and local governments.

We believe that we have some needs which legitimately deserve Federal Government encouragement and support. We need help with such "one-time" expenditures as:

Construction of the kind of buildings and facilities which would make the school a cultural center, a positive influence on our neighborhood and community, a "prize school."

Planning and startup costs of new programs.

We need continuing assistance with the staffing and operation of a real community school program, and with legislative freedom to develop new programs.

We believe that prize schools must be better than, or at least different from, other schools if they are to serve the purposes intended. We believe they need help in becoming different or better.

The continuing cost of operating the schools should be borne as close to home as possible so that concern and control come from the proper place.

Senator PELL. Thank you very much, gentlemen.

Dr. Pillot, I was wondering if you had any idea of the cost per pupil of the development of the school complex, or is that included in your statement?

Dr. PILLOT. When the Booker-Bay Haven School was originally opened in 1970, the faculty at that campus was on a salary schedule

that transcended the regular salary schedule of the school district, and had the opportunity each to earn above that which a colleague in another school might have been earning.

However, aside from that possibility, the cost per pupil was no different, at the Booker-Bay Haven School, from any others.

Two years ago, our school board took action to eliminate that difference, and so, for the last 2 years, the cost per pupil is identical to that of other schools.

The allocation of funds for the operating expenses other than salaries and the allocation of teachers and other support personnel at that school is identical to schools of like grade level and size throughout the county.

Senator PELL. It seems what you have done here is that people within the present framework of the law achieved remarkable results, the kind of project that the much touted National Institute of Education is supposed to develop at the national level.

I am not thinking so much about the money problem here as the inspiration. For instance, in your case, did you find adequate funds in title I to move ahead, or did you have to supplement it with State funds?

Mr. STRICKLAND. No, we did not have adequate funds in title I. We did not use title I funds in any way other than the way other schools in the county use them.

We had title I funds for teaching remedial reading and mathematics. This is the point I would like to comment on, if I might, very specifically.

I believe title I funds could provide for what we are talking about, except for the fact that by the time they get to us, all the emphasis is on exactly how they are to be used, and with no emphasis on the results to be achieved.

What we show is that we have no more than six children in a room receiving instruction from someone who has been paid a salary out of these moneys, and if that achieves anything, all right; and if it does not, all right, so long as you pay that salary only and teach that subject only and those children only. And there is no provision for saying that the result you wish to achieve is to improve reading and, therefore, show the improved results in reading.

There is no provision, no allowance, no possibility for using that for capital improvement. Many, many possibilities are left out. Means are highly prescribed.

It did not offer us any help with our inspiration. It is very difficult to use that money, and we have used very little of it.

Dr. PILLOT. We have a situation in which we are being asked to change the use of title I funds with that school, although the use now is provided to the target population and assistance they need and, in a way that is motivating the students and the faculty to work.

We are having to make amendments on that simply to adjust interpretations of the law.

Senator PELL. If the legislation before us is not passed by the Congress, do you have any suggestions within the present framework of the education legislation, specifically with title I, that these results could be achieved on a national basis?

Dr. PILLOT. Well, I think your point that people's involvement is a key is a correct point; without the determination of the school personnel there will not be those results.

Mr. Strickland, at that time, was the assistant superintendent of instruction, and asked to be released from those duties so he could develop this school. And with the determination of the black community, it came about.

So I think the first issue is the desire and the determination of the people, both in the school system and the community to make it work.

Secondly, I believe the components of Senator Chiles' bill which speaks to a school offering something different, and which Mr. Strickland addressed in his remarks, either which transcends the quality of education elsewhere or provides alternatives, would be the second major component.

In one of the attachments near the end, we have shown current status of the Booker schools.

I think the Federal Government can provide, through flexibility of the use of some of the existing funds, the motivation for people to strike out and try to do both of those things; that is, to work together and to provide programs that are different from and, therefore, more desirable than a student may get elsewhere.

There would be no reason for a mother or father to send a child of any age, 4 or 5 or 6 or more miles from home voluntarily, unless those parents and child felt that something better was being offered.

The example we have currently with title I, although not a major issue, would be an example of where the current Federal programs could become more flexible. And if the local school districts, through the State Department, or through other good agencies, can demonstrate the outputs, then more flexibility and means would give us the motivation to proceed.

Mr. STRICKLAND. I would like to emphasize a point that flexibility only is not my main concern. I am sure it is not Dr. Pillot's either.

Sometimes that is understood to be wanting to be free of any obligation and control. I would like to see the control changed from the specification of methods and procedures and telling you how something is done, and put on the results, describe what a prize school is, what you will support in having a school become that kind of school, and provide the funds for that.

If it is to have a school that is integrated and voluntarily attended, that can be measured, assessed, reported.

If it is to have a school that causes kids to go on to college who did not normally do that, or to become employed more easily than before, that can be achieved, and we can see whether we do it or not, rather than saying you must have them in small classes, and you may not build buildings with the money, and you may only pay salaries, et cetera, et cetera.

I would like to see not more flexibility, really, but the requirement changed, so that they have to do with results.

Senator PELL. I think that, given your competence and imagination, I would agree with you.

The problem is we have a very uneven system.

Mr. STRICKLAND. I think if we are going to encourage somebody, I would like to encourage those who do want to try.

The first 15 years of my experience were very simple and enjoyable. I held the usual job as teacher, assistant principal, principal and supervisor, and assistant superintendent and so on.

I decided to work in this program, and the most difficult years of my life have been the last four. I have never worked so hard and so long and talked to so many people. This is no reflection on Dr. Pillot. He came into his position just after we started there even though he had been in the school system. But with so little help from all of the official establishment, I guess you would say, the school system, locally, the State, the Federal Government. We have mostly problems to deal with that and not help to be offered.

When we first proposed the thing, everybody was favorable. The day we opened, we found nobody wanted to change the forms they were filling out, or the requirements they had for us. For example, we received a very nasty letter from Tallahassee saying they thought I was "sincere" when I first started, but now I was asking for money, and they withdrew their support for the program.

I found a very interesting thing. Sometimes I would call up and demand, or ask for, or beg for, help on something, and they would say, "Jerry, you people out there have to realize that we cannnot do that," and then, of course, people would realize what they are saying and change that. But it is quite an interesting situation.

It is one that, despite the difficulty and hard work, I would advocate for anyone who would like to try it out to do something worthwhile.

What John Rivers said here this morning, I have not heard him say in exactly that way before, but that makes it worth it to some degree.

Dr. PILLOT. Perhaps to capsule the effect over the 5-year period, in 1969, a little more than 5 years ago, the school board at that time and the superintendent at that time, determined to physically move buildings from the black community. Today, at our last school board meeting, as a matter of fact, the board formally moved to select an architect to add more than $1.5 million of brick and mortar to that campus.

So we think this does have a component of a prize school. You asked Mr. Warden how many there were in Florida.

We think this may be the only one.

Senator PELL. Thank you.

I think Mr. Rivers wanted to say something.

Mr. RIVERS. I just wanted to state that I think this program that exists at the Booker-Bay Haven School campus tells us that it is not on the Federal Government nor the school board itself that the responsibility lies, but I think it lies with the total community, and we recognize that.

Thank God we recognized it early enough that we could continue with it to the point that we incurred or motivated other people outside the community to get involved in the positive—with a positive attitude. And it is not easy.

It was not easy to convince the black community that we would phase out all schools. I think we would have to have a great nerve to offer that to a community but, nevertheless, what I am saying is that when you really try with the real positive attitude, it will work.

Senator CHILES. I just wanted to comment that is the first part of the story, not necessarily the last, I am sorry to say, but the first part of this story is repeated all over Florida, all over the South that I

know of. And that is you should close the black schools, and the Federal courts went along with that, and that just worked out to be some sort of easing of the situation at the time, and I think—as you see how the black parents here boycotted, that is not any—that happened all over. And in many instances that did not come up with this kind of leadership and this kind of community interest as that will make a further solution to the problem, but we have all over many of the black schools in the predominantly black areas, they are closing today, they are dark today, and the fences around them, and the community does not enjoy the benefits of those schools.

Mr. STRICKLAND. I would like to make this clear as I can that we have managed, and I mean the 200 staff members of the school, and everybody who is there now, to do what we have done without the help that we are talking about, but it has not been the kind of thing I would want to say should be done without help, because many, many people have literally worked themselves half to death because of the fact we had to provide something different without anything to provide the differences with; did not even have the same quality of buildings, after the other construction and improvements were made in the county. We have had to do what has been done strictly by teacher attitude and teacher willingness to work. For 2 years we had a salary schedule which encouraged them, but even that was withdrawn after the first 2 years.

So that there is no reason for a teacher to go all the way with this work and effort, no reason to be at Booker-Bay Haven except a strong desire to help with this kind of thing. And that takes countless hours of work.

We have a volunteer population, and no one thinks about public school in this kind of framework. Public school administrators have not, I can assure you.

When you have a volunteer school, you realize that tomorrow morning you could be without a job. That is that I was talking about as the reason for the kind of response that you get from teachers, et cetera.

You know you have to pay attention to people when that is your situation.

Senator PELL. Senator Beall.

EXPLORING THE FEDERAL ROLE IN COMMUNITY-BASED EDUCATION

Senator BEALL. I am sorry I was not here to hear the testimony, but I would like to comment and congratulate Senator Chiles for introducing this legislation that will allow us to focus on this particular problem. And I have got to congratulate you for holding these hearings.

And lastly, and most importantly, congratulate your witnesses with proving there is some creative thinking going out in the country about a very important problem that is faced all over the country.

We have it here in Maryland, and we are anxious to see some sort of solution be brought, and we are anxious to establish a Federal role. And I hope this hearing today is the beginning of some more hearings so that this committee can zero in on problems and, hopefully, as a result of this hearing and others coming up, with some Federal support that can be of assistance to the creative local people in helping them solve their own problems in a way that is satisfactory and beneficial and healthy for the whole community.

So I am happy to see this thing taking place today.

Senator CHILES. Mr. Chairman, I thank you again for allowing us to have this hearing. I am proud of the Sarasota program, and what they have been able to do through their own efforts. And, as I say, I think their example and how you build on it is probably much more important than the bill that I have introduced.

My bill was an attempt to try to focus on the problem. And when I found that in Sarasota they actually had undertaken this approach. It excited me very much, and I wanted to be able to share that with the Congress.

Mr. STRICKLAND. We have the same thing going on in Tallahassee, we thought it was interesting how that came about, and how I would hope sometime to have an opportunity at this level, or any other, to do some of the kinds of things that we are particularly talking about.

Senator PELL. I thank you very much, indeed, gentlemen.

I thank you for coming here and showing us what can be done with imagination, even within the present framework of Government, and its support when there is good will and imagination involved. And I thank Senator Chiles for focusing us on this problem.

Senator Beall.

Senator BEALL. I was going to suggest if they have any State legislation in Florida, it might be helpful, if the committee were provided with a copy of that legislation.

Senator PELL. Fine.

If there is such a draft, it will be put in the record.

[The material referred to was unavailable at the time this hearing went to press.]

Senator PELL. The subcommittee stands in recess, subject to the call of the Chair.

[Whereupon, at 11:35 a.m., the subcommittee recessed, subject to the call of the Chair.]

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